

# Handbook for Senior Guide Leaders



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# **Handbook For Senior Guide Leaders**

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For every child  
Health, Education, Equality, Protection  
ADVANCE HUMANITY

# **ACKNOWLEDGEMENT**

The Senior Guide Books are the outcome of several years' deliberations and experimentation in the case of "Mashal Badge" which was tested first of all in 1999. The final version is the fruit of the participation and suggestions of our Senior Guide Leaders and Senior Guides from all areas of Pakistan. We would like to thank all our provincial and regional branches for their valuable contribution. Of course all of this would not have been possible without the financial contribution of UNICEF. We would also like to thank them for their support.

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# FOREWORD

Dear Leader,

Welcome to the Senior Guide programme of the Pakistan Girl Guides Association. You are indeed the pivot of the movement as all the policies, aim and objectives for which the entire Association strives, reach the girls through you. It is up to you to convey them to the senior guides. Your interest will give life to the programme and you will be a role model to the girls.

This handbook has been prepared to help you in the work you have undertaken. Moreover your district, provincial and national headquarters are at your disposal for any guidance that you may further need.

Wishing you all the best in your endeavours,

MARIA MAUD SABRI



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## **Section – I**

# **Introduction to Guiding**



## **K Section-I**

### **An Introduction to Guiding**

The Pakistan Girl Guides Association (PGGA) is a voluntary, non-governmental organization that aims at the character development of the girls and young women. Membership is open to all, irrespective of caste, creed or religion. The Association mainly designs and executes programmes for girls between the ages of 6 to 21, although many of its service projects in the field of education, health, training skills and advocacy campaigns for an improved style of life, are offered to women of all ages.

#### **1. What does Guiding Aim at?**

Our primary aim is character building. The Girl Guide movement's one and only concern is to help a girl child, of both urban and rural areas, develop her character to its fullest extent so that she grows up into a good human being. She should be able to make maximum contribution to the welfare of her home community and country. The adult members too are provided with opportunities to develop their role as leaders, experience personal growth, gain confidence and thus provide a high standard of leadership to the younger members.

The Mission statement of the Pakistan Girl Guides Association sums up its aim as:

**"To provide opportunities for the development of girls and young women so that they become confident, patriotic and law abiding citizens, capable of performing their duties in the home as well as community and the country."**

#### **1.1 How are these Objectives Achieved?**

In order to achieve its aims guiding uses a method based on certain key principles:

- a. Guides work together in small groups, which give an individual a sense of identity and belonging. Small groups enable girls to learn about teamwork,



taking responsibility and acquiring leadership qualities. They share experiences and learn to develop positive personal relationships with other girls of their age.

- b. Guides are encouraged to govern themselves and make their own decisions, both as groups and as individuals. The girls are encouraged to plan their own programme, run their groups and share in the management of the company. They choose badges and bars to develop their skills.
- c. Guides have a balanced and varied programme. Since guiding is about acquiring skills for life in order to enable them to meet the challenges of today and tomorrow, the guide programme offers a variety of experiences to the girls that helps them grow in all aspects of life.
- d. Each individual member, from the youngest to the eldest, is valued as a person. The leader is advised to keep the unit/company to a manageable size so that everyone gets to know each other. The leader has time for each girl: time to work alongside, to encourage and to listen. The leaders know that they are not working in isolation. They can get help and guidance from other leaders, trainers, and volunteer members of the Association. The girls too, in this friendly atmosphere of working together, learn to care for each other. Being together in a small unit and a small group gives each one opportunities to develop good relationship skills.
- e. The entire programme is based on giving life experiences in an interesting manner. The emphasis is on doing practically, on learning by doing. "Doing" is working in a manner that is interesting and fun oriented. Young girls enjoy guiding and acquire the positive values guiding stands for, through enjoyable activities.

Guiding is voluntary. Both girls and leaders join the movement because they would like to participate in the growth process the Association aims at, in their free time. It is not a school subject or a paid job.

Guiding does not seek to influence or mould girls in a political way or develop prejudices and political attitudes within girls and young women.



## **2. How Guiding began in the World**

In the early years of the last century, Robert Baden Powell introduced a scheme for training boys, which developed into the Boy Scout Movement. At the Scouts' first rally a group of girls representing hundreds of others requested that they wanted to be part of the movement too. This demand grew so insistent that in 1910 Baden Powell founded the Girl Guides and asked his sister Agnes to look after the new organization. A few years later, his wife Olave also got involved and in 1918 became the Chief Guide.

Such was the enthusiasm for Guiding that it soon spread worldwide and at the moment the World Girl Guides and Girl Scouts movement (WAGGGS) has 152 member countries.

Do you know that you belong to the largest women's organization in the world? In all these countries despite wide differences of race, religion, culture and economic background Guiding shares a common vision. Each national organization accepts the fundamental principles and through a programme suited to its own circumstances, works for self-development of girls and young women.

Formed in 1928, the World Association of Girl Guides and Girl Scouts (WAGGGS) coordinates Girl Guiding and Girl Scouting worldwide, furthers the aims of Guiding and encourages friendship among girls of all nations. Through local programmes, international events, publications and visits, it gives its members a real opportunity for global understanding and participation.

### **The Objectives of WAGGGS**

1. To promote, throughout the world, unity of purpose and common understanding based on fundamental principles.
2. To further the aim of the Girl Guide movement, that is to provide girls and young women with opportunities for self-training in the development of character, responsible citizenship and service in their own and world communities.
3. To encourage friendship amongst girls and young women of all nations within countries and worldwide.



There are 10 million girl guides and girl scouts in 152 countries according to the statistics given at the World Conference held in Philippines, 2002.

### **3. Guiding in Pakistan**

#### **3.1 A Brief History**

In Pakistan Girl Guiding began functioning shortly after Independence. On December 29th 1947 Mohtarma Fatima Jinnah called a meeting of the Girl Guide representatives who had opted to live in Pakistan. These were only a few, as most members of the undivided India Girl Guide Association which had begun in 1911, had migrated to India. In this meeting of 29th December, 1947, the Pakistan Girl Guide Association was formed with Begum G. A. Khan being elected as the first Chief Commissioner of the Association.

Mohtarma Miss Fatima Jinnah was asked to be the Patron of the Guide movement: an office she held as long as she lived. The Pakistan Girl Guides Association was recognized as a Full Member of the WAGGGS in August 1948 at the 12th World Conference in Cooperstown, USA.



The PGGA Council felt at that time that the best way of making this movement popular was to prove its worth to the country and so social service was chosen as an important component of guiding in Pakistan. Some of the targets set were adult literacy, relief work for refugees, helping in the home and community etc. The movement continued to flourish and develop over the years. A great many structural changes took place to meet the changing times as we believe in flexibility at the individual as well as institutional level.

The PGGA was rather handicapped in the beginning by the migration of most of its office-bearers and trainers to India. However their spirits were high and soon it was decided to establish a training department, as trainers were urgently needed at all levels in order to maintain the required standards in guiding. A trainer was sent to



England in September 1950 for a year's training. This set the ball rolling and upon her return the first batch of trainees was recruited and trained at the Guide House, Lahore in 1952. The process continued.

During this period members worked hard at establishing a Guide Programme, which, while conforming to the international standard, made necessary changes to adapt to the local requirements. The book of "Policy, Rules and Organization" was revised. New publications for training, camping, games etc. were prepared and printed. By 1952 the Girl Guide movement had organized itself on a strong footing.

The girl guides helped in the relief measures in the refugee camps, in flood-affected areas. Relief work in national emergencies has always been a priority with our movement. Thus the guides formed an image of disciplined service, selflessness and prompt action before the nation.

From the beginning the PGGA has been organized on both national and provincial levels. Thus it started with a national and five provincial branches. In 1955, when the West Wing was integrated into a single unit, it had three organizational units from 1955—1971 i.e.

1. Federal Capital Area Karachi
2. East Pakistan
3. West Pakistan

In 1961 a separate provincial status was granted to the Azad Jammu and Kashmir Association.

In 1972 after the dissolution of the One Unit the following branches of PGGA were formed.

1. Islamabad, Federal Area
2. Punjab
3. Sindh
4. NWFP



5. Balochistan
6. Azad Jammu and Kashmir

With Islamabad getting an independent branch with a provincial status in 1974, and guiding being introduced in the Federally Administered Tribal Area in 1981-82, PGGA expanded further. **At the moment there are therefore 7 independent provincial branches apart from the national PGGA.**

The programme, which at the outset was perceived as social service oriented, underwent modifications with the passage of time. Similarly the Leaders' Training Programme and the methods of training became more sophisticated and new techniques of training were introduced. A major change took place in 1974 when even the names of the branches of membership of the Guide movement were revised.

Another innovation started taking place from 1996 onwards when PGGA joined hands with UNICEF to improve the status of the Pakistani Girl Child, in which girl guides play games that focus on the rights and responsibilities of children. It took 2 to 3 years to develop the Girl Child Shield programme. This project was finally launched in 1997.

The Senior Guides section started working on the Mashal Badge — a programme for personal growth and community service, from 1999 onwards. These and other changes led to another major alteration to the programme in 2002. As you can see the PGGA is a progressive organization that constantly examines itself and is ready to stay abreast with the times.

### **3.2 Who can become a Member of the Association?**

Membership is open to all girls and women who accept to abide by the three fold promise (according to their age) and pay the annual membership fee.

Junior Guides: 6-11 years,

Girl Guides: 11-16 years

Senior Guides : 16-21 years

Guiders and Leaders: 18 years onwards are school/college teachers, or volunteers



who run junior guide, guide/senior guide companies on a voluntary basis. They need to be given a basic training by the Association before they can start a company.

Volunteer members are adults who take an interest in the welfare and development of young girls and women. They work as commissioners, committee members, guider and trainers.

### **Special Guides**

Guiding is also open to schools for hearing or sight impaired girls so that they too can benefit from this movement. Their leaders are trained to handle their disability and to adjust the programme accordingly. Special guides and normal guides work together in camps and other celebrations.

### **3.3 Organizational Structure of the Pakistan Girl Guides Association**

- The Patron (appointed)
- President (appointed)
- Chief Guide (First Lady of Pakistan)
- National/General Council (Governing Body of the Association)

#### **Composition of the General Body**

##### **Elected office bearers**

1. National Commissioner.
2. Deputy National Commissioner.
3. International Commissioner.
4. Honorary Treasurer.

##### **Ex-officio members**

5. Provincial Commissioners/Presidents of all the provinces.
6. Islamabad Federal Area Commissioner.
7. State Guide Commissioner AJK.
8. Northern Area Guide Commissioner.
9. One representative from FATA.
10. Chairpersons of the National Sub-Committees.
11. Elected members of the Executive Committee.



12. Seven members from each province: Punjab, Sindh, Balochistan, North West Frontier Province, Islamabad Federal Area, Azad Jammu and Kashmir and the Northern Areas.

### **Observers**

13. Members of the Guide movement who are not members of the General Council may be invited at the discretion of the Executive Committee.
13. Representatives of women social welfare organizations in Pakistan may be invited to attend.

### **Composition of the Executive Committee**

1. National Commissioner.
2. Deputy National Commissioner.
3. International Commissioner.
4. Honorary Treasurer.
5. Presidents of Provinces and Islamabad Federal Area.
6. Provincial Commissioners of Punjab, Sindh, Balochistan and NWFP.
7. Islamabad Federal Area Commissioner.
8. State Guide Commissioner Azad Jammu and Kashmir
9. One commissioner each for FANA and FATA.
10. One commissioner and one other member from each of the four provinces, Islamabad Federal Area and AJK.
11. Chairpersons of the national sub-committees.
12. The National Commissioner may invite any member of the Pakistan Girl Guides Association to attend the Executive Committee Meeting but she will have no right to vote.

### **Meetings**

The General Council of Pakistan Girls Guide Association meets once a year. Elections are held bi-annually.

The Executive Committee meets twice a year.

### **Constitution**

Pakistan Girl Guides Association works in accordance with a constitution. The provinces have their own byelaws in conformity with constitution of PGGA.



## Section-II

### Senior Guiding is challenging

#### Who can become a Senior Guide?

Women between the ages of 16-31 years can become a Senior Guide if she is willing to accept the promise and the Guide law. These years correspond to a critical period in the young woman's development as she moves from an adolescent into an adult. Not only is she capable of a higher level of responsibility, she is also of the full physical ability. This is a time when there is a great desire for change and social change. All these factors contribute in making Senior Guiding very challenging.

## **Section – II** **Senior Guiding is Challenging**

Many young women do not recognize that they possess leadership qualities and have a tendency to under rate themselves and devalue what they do. Senior Guiding offers a unique opportunity

- to develop self confidence
- to value herself as someone with a wide range of skills and abilities
- to motivate herself to reach her potential

Senior Guiding empowers her to appreciate herself and accept her role in society. It offers her a role which offer her homemaking, citizenship and more. It also encourages her to use her skills for the benefit of a wider community.

#### How to form a Senior Guide Company?

A young woman in college or another educational institution wants to form a senior guide company, she should first contact the District/Provincial Headquarters for a Senior Guide leader. This leader upon completion of her training returns to her institution



## **Section-II**

### **Senior Guiding is challenging**

#### **1. Who can become a Senior Guide?**

Any girl between the ages of 16-21 years can become a Senior Guide if she is willing to abide by the promise and the Guide law. These years correspond to a critical phase in a young woman's development as she moves from an adolescent into an adult. Not only is she capable of a higher level of responsibility she is also at the peak of her physical ability. This is a time when there is a great desire for independence and social change. All these factors contribute to making Senior Guiding very challenging.

Girls/young women of this age need the opportunity to practice and develop leadership skills: to plan, organize, manage and take responsibility, as they will soon be entering adulthood where numerous challenges await them. Girls/young women generally do not recognize that they possess leadership qualities and have a tendency to under rate themselves and devalue what they do. Senior Guiding offers them a unique opportunity

- to develop self confidence
- to value herself as someone with a wide range of skills and abilities
- to motivate herself to reach her potential

This programme empowers her to appreciate herself and perform her best in whatever role adult life offer her: homemaker, breadwinner, and friend. It also encourages her to use her skills for the benefit of a wider community.

#### **2. How to form a Senior Guide Company?**

When a college or another educational institution wants to form a senior guide company, it sends a leader to the District/Provincial/National headquarters for a basic training. This leader upon completion of her training returns to her institution



and introduces Senior Guiding to the girls. If a minimum of 18 girls shows interest to join the Guide movement, a company can be formed. This company has to be registered. For this purpose a registration form is obtained from the Provincial Headquarters and a registration fee has to be paid by the 1st of December of each year to the same. The Pakistan Girl Guides National Council changes the amount of registration fee from time to time.

It is advisable to train at least two leaders or one leader and an assistant leader in an educational institution/a company so that work does not suffer if one is transferred or absent.

Although the selection of the leader is made by the educational institution, she has to be appointed by the District Commissioner.

### **3. How do Senior Guides Work?**

In this section of guiding there is no equivalent of patrol. Instead groupings are much more informal and flexible and will vary according to the size of the company, other constraints and the activity the group chooses to undertake. Senior Guides also find it difficult to have structured, regular meetings due to their varied schedules. However it is important to belong to a group whatever the size and frequency of meetings as learning to work together with peers, learning cooperation and tolerance are all essential for developing leadership skills. Sharing experiences with peers is also a source of strength and reassurance against social pressures.

Most of the programme planning and management of the company affairs is done by the Senior Guides themselves, through the Senior Guide Council. There are three principal offices:

1. The Chairperson
2. The Secretary
3. The Treasurer

These office-bearers are elected by the Senior Guide company. Although these are



the principal posts within a company, there are other responsibilities that can be undertaken by company members if need arises, such as:

1. Vice-Chairperson
2. Activity Coordinator
3. Assistant Treasurer

## **4. The Role of the Senior Guide Leader**

The Role of the Senior Guide Leader is a very sensitive one. Flexibility and good judgment are essential. The Leader must be able to adapt and change with the situation. The Leader should know when to let the Senior Guide work things out for themselves, when to intervene, when to draw back for the good of the group and when to contribute your skill and experience without undermining their efforts.

As a leader one need to support and encourage each Senior Guide as she seeks to develop her potential but at the same time you have to enable them to work as a group, not as a collection of enthusiastic but uncoordinated individuals. The company members need to develop the ability to work together harmoniously.

**Records:** The Senior Guide company needs to maintain a record of the following:

- a) Membership
- b) Meeting attendance
- c) Programme
- d) Stock
- e) Council meeting minutes
- f) Progress register

The Council's elected members can maintain the records but the leader has to guide the Senior Guides and supervise them occasionally.

**Senior Guide Uniform** booklet is available separately.

**Senior Guide Handbook**



Every Senior Guide is required to have a Senior Guide Handbook. This contains all necessary information regarding the Senior Guide programme. A record of the Senior Guide's enrolment, completion of bars and challenge programme is all maintained in it.

## **5. Essentials of the Senior Guide Programme**

In Guiding we talk about the "Programme". This term refers to the whole environment in which Guiding takes place and is the vehicle by which educational aims are met. It comprises the unit structure, the activities and community projects, the badge schemes, the symbolism and traditions, the relationship between leaders and girls and that special feeling of fun, friendship and caring which is referred to as the "Guiding Spirit".

### **1. Learning by Doing**

Guiding aims at helping individual girls to grow, not only physically but also mentally and spiritually. A situation that a person has lived through becomes an integral part of her personal experience in life, which is why "learning by doing" is the principal method used in Guiding.

The leader is entrusted with the care of devising activities which enable the growth of confidence and skill to take place. These experiences can be in the form of games, activities both formal and informal that provide opportunities to:

- be part of a worldwide movement.
- belong to a group where she can learn to contribute and get along with others.
- think for herself, learn to express her views, make decisions and learn to choose.
- learn useful and interesting facts and skills.
- find achievement in real situations.
- lead a small group and have responsibilities towards others.
- enjoy herself and have fun.



## **2. Guiding is Fun**

Fun means to enjoy guiding, being creative, sharing and caring, being of service to the community. These can all be fun if approached in the right manner. A very important element of guiding is the out door life, that wisdom which one gains through real and sustained contact with nature. Camping and out of door activities help girls to be content with simple things. Songs bring joy and happiness. As a leader you



should ensure that the Senior Guides enjoy what they do by your own attitude. The leader herself should enjoy being with the young people; she should gain pleasure from their enthusiasm, interest and achievement, however small they may be.



## **6. How to Plan, Organize and Evaluate an Activity for Senior Guide**

### **Planning the Activity**

Although Senior Guide meetings are not as structured as those of guides, the leaders needs to assure that meetings are held as frequently and regularly as possible. Once the Senior Guides have been enrolled, they choose their own activities to suit their interests and circumstances. However the leader and the



members need to plan what they want to do which demands cooperation and negotiation. Although group members may think that planning is unnecessary but with a positive attitude it can be fun. The leaders need to collect ideas, perhaps in writing. They could then decide on which ones they wish to do in a certain period of time.

### **Doing**

After preparing an outline a more detailed planning takes place when group members need to divide task and responsibilities such as organizing, making arrangements for resource persons, or transport, write letters etc. The leader will need to coordinate the members' work, offer support and advice when needed while doing the activity. Where Senior Guides have planned and implemented themselves, the leader needs to ensure that every member has contributed and gained something from the programme that they planned.

### **Evaluating**

After completion of the activity or event it is always helpful to review and the leader needs to do it with her company.

Each member needs to assess her individual contribution and it is useful for the whole group to look at the plan and the action. This will help them to learn lessons, which might be useful in future. It will help them to decide whether there is a need to repeat an activity, to change it or to abandon it in future planning.

The group will record its activities in the programme book but it is the responsibility of every Senior Guide to keep her own record of participation in those activities.



## **Section – III**

# **Programmes for Senior Guides**



## Section-III

### Section-III

### Enrolment Programme

#### 1. What is the Enrolment Programme?

It is the basic knowledge of guiding that every girl desirous of becoming a Senior Guide has to acquire before she can take her promise and become a member of the Pakistan Girls Guide Association. The salient features of the enrolment programme are as follows:

1. Learn and understand the Promise and Law.
2. Know the short history of the Girl Guide Movement and Girl Guiding in Pakistan and understand the international aspect of guiding
3. Understand Salute, Sign, and Motto.
4. Know the life history of Quaid-i-Azam Muhammad Ali Jinnah, the founder of Pakistan, and his efforts in the Pakistan Movement and understand his attitude towards women and youth.
5. Understand the Pakistan Flag, Guide World Flag and know the flag ceremony.
6. Be able to take part in the Ceremonies and Drills.
7. Should have attended at least four company meetings.

#### Commitment through Promise and Law

To make the promise is to acknowledge the fundamental principles of guiding and in so doing to become a committed member of the movement.

The promise is made by all members, both girls and adults, and consists of three parts:



- The determination to seek spiritual fulfillment.
- The agreement to contribute to the society.
- The acceptance of a simple code: "the guide law".

When we make a promise we undertake to do, or not to do, a particular thing. The promise is not just words. The guide promise is not to be made lightly. It needs thought and consideration before the commitment is made. Are you really willing to commit yourself to all that guiding stands for and to support it and work within it to the best of your ability?

Within the words of promise is the phrase "to do my best". What is your best?

When the guide promise is made, it is the best that is expected, and that will be different for each person. Everyone has different skills, abilities, interests and time. This is recognized, both for adults and for the girls and young women who are involved in guiding. No one is asked to achieve the impossible, but all are asked to do the best, which they are able to attain at that stage in their lives. This recognizes that people change, and that a commitment made or a challenge accepted and achieved will be different at different age levels. Within the guide promise the best is expected in three different areas, duty to one's God, serving the country, and helping other people and keeping the guide law.

### **The Senior Guide Promise**

**"I promise to do my best to do my duty to Allah Taala and Pakistan, to serve mankind and participate in Nation building activities and to obey the guide law. My special responsibility as a Senior Guide is to render service by taking this promise out in to the wider world."**

### **The Law**

1. A guide can be trusted.
2. A guide is loyal.
3. A guide is friendly and a sister to all other guides.
4. A guide is polite and considerate.
5. A guide is kind to animals and respects all living things.



6. A guide is obedient and self-disciplined.
7. A guide is helpful and makes good use of her time.
8. A guide is courageous and cheerful in all difficulties.
9. A guide is thrifty and takes care of her own and other people's possessions.
10. A guide is pure in thought, word and deed.

As you can see this promise has to be made and taken seriously. Simply learning the words is not enough. The leader should discuss the promise and law with the Senior Guides to share their ideas and help them realize their significance.

Learning-by-doing is a key phrase in girl guiding. Through membership of the movement, each Senior Guide is invited to participate in a variety of stimulating activities and challenges which encourage the individual to contribute to the best of her ability to ensure the success of her group activities.

The Motto, Good turn and service projects allow them to find an immediate practical application for their promise and laws. Guiding does not place a girl in a classroom situation. Instead, it encourages them to go out into the wider world and make a position contribution towards its future.

## **2. Understanding the Girl Guides Movement and Girl Guiding in Pakistan**

For how Guiding begin in the world, the International dimension of guiding and Girl Guiding in Pakistan please refer to Section-I "An Introduction to Guiding". A detailed description of the World Association of Girl Guides and Girl Scouts (WAGGGS) and the International symbol of unity are given here:

### **2.1 Understanding the Girl Guide Movement**

World Association of Girl Guides and Girl Scouts (WAGGGS) The WAGGGS structure has 3 main elements:

- 1) **The World Conference** is the policy-making body, composed of 2 delegates



from each National Organization; it meets every 3 years each time in a different WAGGGS region.

2) **The World Board** which meets at least once a year has 9 members. The Committee has, among others, regional sub-committees as the world has been divided into 5 administrative regions:

- Europe
- Western Hemisphere (The Americas)
- Asia Pacific (Asia, Australia, New Zealand). Pakistan falls in this region.
- Africa
- Arab Regional Group

3). **The World Bureau** is the WAGGGS secretariat located at Olave Centre in London. It has an international staff. The World Bureau works in WAGGGS 3 official languages: English, French, and Spanish.

## 2.2 Symbolism

Symbolism is all the things that unite a group, creating a feeling of belonging and group cohesion. The leader's role is to transmit the knowledge of symbols to the girls.

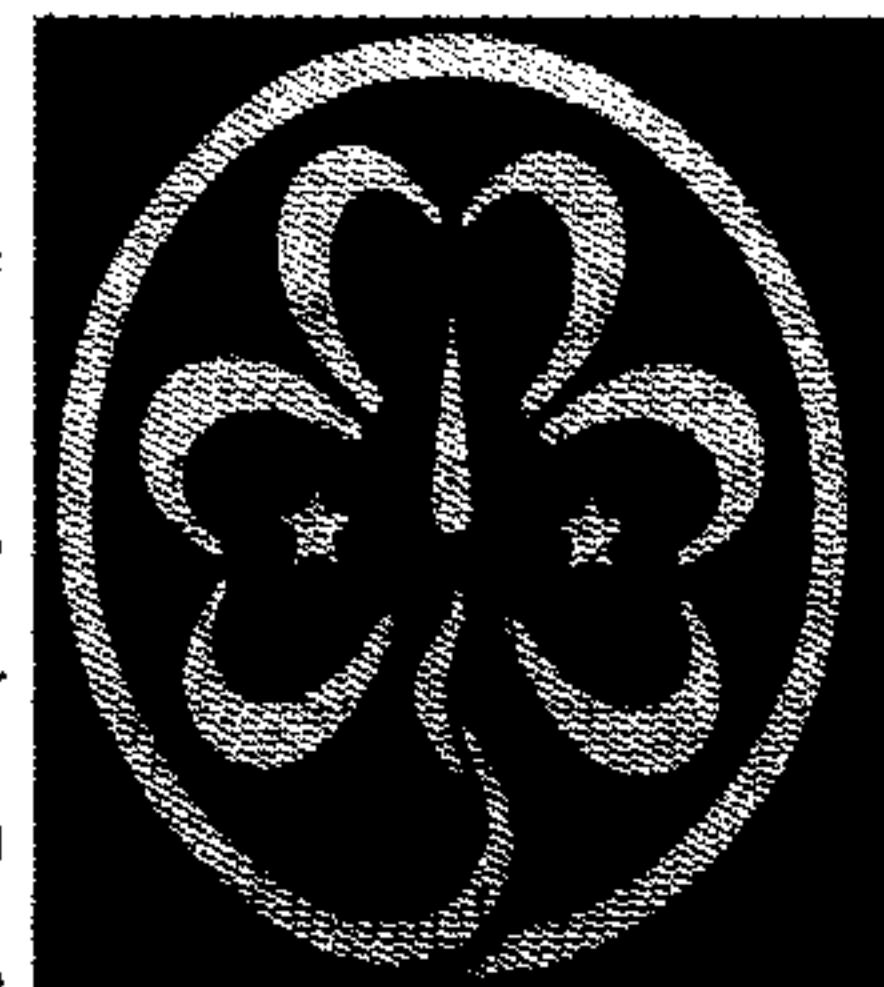
The WAGGGS symbols of unity are:

### A. **World Trefoil**

Three leaves which represent the three parts of the promise.

### B. **World Badge**

The three leaves represent the three-fold promise as laid down by the founder. The flame represents the flame of humanity. The vein pointing upwards represents the compass needle pointing the way. The two stars represent the laws. The outer circle represents our world Association. The Golden Trefoil on a blue background represents the sun shining over the





children of the world. All members can wear the World Badge, once they have taken the promise.

### **C. World Association Badge**

Only members of the World Board, Sub-Committees, World Bureau staff, Guiders in charge of World Centres and others who carry out special duties of WAGGGS, wear this badge.

### **D. Good Turn**

Doing a Good Turn every day symbolizes the service given by all members of the movement without expecting any reward or appreciation.

### **E. World Song**

It was first published in Denmark in 1952, and is based on a march by Sibelius.

#### **The World Song**

Our way is clear as we march on  
And see our flag on high,  
Is never furled throughout the world  
For hope shall never die.  
We must unite for what is right  
In friendship true and strong  
Until the earth in its rebirth  
Shall sing our song: Shall sing our song:  
All those who loved the true and good  
Whose promises were kept  
With humble mind, whose acts were kind  
Whose honour never slept  
These were the free! And we must be  
Prepared like them to live  
To give to all both great and small  
All we can give! All we can give

### **F. Motto**

“Be-Prepared” matches the initial of the Founder, Lord Baden Powell who was



affectionately called B.P.

### **G. Thinking Day, 22nd February**

#### **A day of thought, action, sharing and giving**

February 22nd is the joint birthday of Lord Baden Powell, Founder of the Girl Guide Movement, and of his wife, Olave, Lady Baden Powell, the world chief guide. In 1932 this day became known as Thinking Day, a day on which every guide is encouraged to think of other members of the Movement around the world. Thoughts are translated into action by participation in international activities and through the contribution of money, the thinking day fund, for the promotion of girl guiding.

#### **The Celebration of Thinking Day**

Member organizations hold special gatherings every February to celebrate Thinking Day. This gives girl guides/girl scouts an opportunity to learn about girl guiding/girl scouting in other countries and to develop international understanding. This type of international programme could culminate in the practical action of collecting money for the Thinking Day fund.

#### **Thinking Day Symbol**

The Thinking Day symbol, introduced in 1975 has the World Trefoil at its centre. The arrows pointing towards the trefoil signify action and give direction to that action, showing how Guides everywhere can work together. The circular shape of the design represents the world of Guiding. It can be reproduced in any colour and may be used in connection with all Thinking Day activities.



Some examples of Thinking Day Activities are:

- A WAGGGS Day where members learn about the world family
- A screening of the WAGGGS film
- A talk on international guiding
- A "Guides Own" reflecting upon the many cultures and faiths making up the world family
- The invention of a board game on international guiding

How to raise money on the Thinking Day



- The donation of a coin for every year as a girl guide
- The organization of an international entertainment/art competition
- The organization of international games or a sports tournament
- The organization of an international craft evening and the selling of products
- The cooking and selling of international food
- The showing of international slides/films with an entrance fee
- The making of houses, lanterns, or other containers for the collection of money for Thinking Day

## H. World Centres

The World Association has four World Centres, which welcome Girl Guides and Girl Scouts from all nations.

|                                                                                     |                                                                                       |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <p>Our Chalet in Adelboden, Switzerland<br/>(Opened in 1932)</p>                    |   |
|  | <p>Our Cabana in Cuernaaca, Mexico<br/>(1957)</p>                                     |
| <p>Sangam in Puna, India (1966)</p>                                                 |  |
|  | <p>Pax Lodge in London, UK (1991 ).</p>                                               |



## **The Role of the World Centres**

The World Centres give girl guides from around the world the chance to meet together in friendship.

Each centre offers activities designed to give members of the movement the opportunity to learn more about other people, other cultures and other countries. Visitors can participate in activities which are special to the centre, work with local communities, share their culture and experience their lifestyle.

At World Centre visitors learn not only from their surroundings but also from their fellow guests. Each centre has something different to offer: different programmes, different activities, but they all have one very important aspect in common. At each world centre girl guides can acquire a deeper understanding of others. Friendships that are formed in the World Centres can play their part in bringing the world we live in closer to international cooperation and peace.

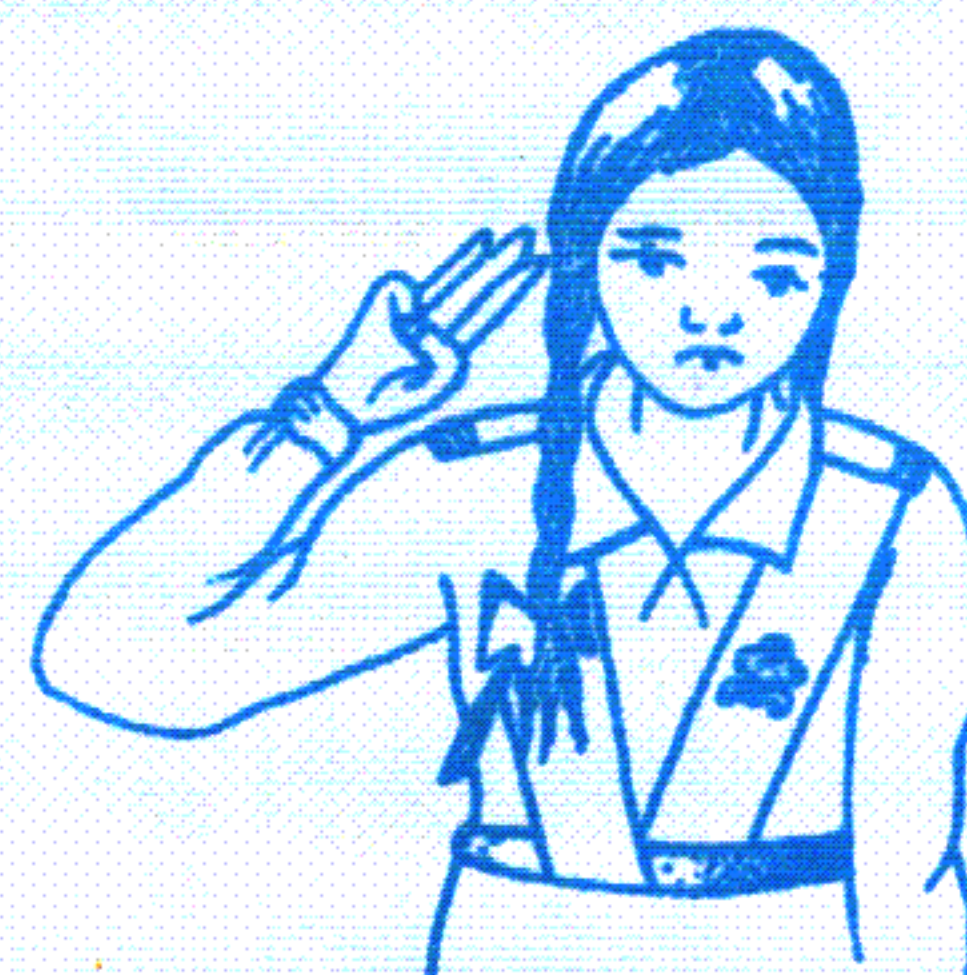
## **3. Salute, Sign, Motto**

The Guide Sign or Salute is a symbol of unity. In Pakistan it stands for:

- Three parts of the promise.
- Three golden Principles of our Founder of the Nation — Unity, Faith, Discipline.
- Three branches of Pakistan Girl Guides Association — junior guides, guides and senior guides.

### **3.1 Salute**

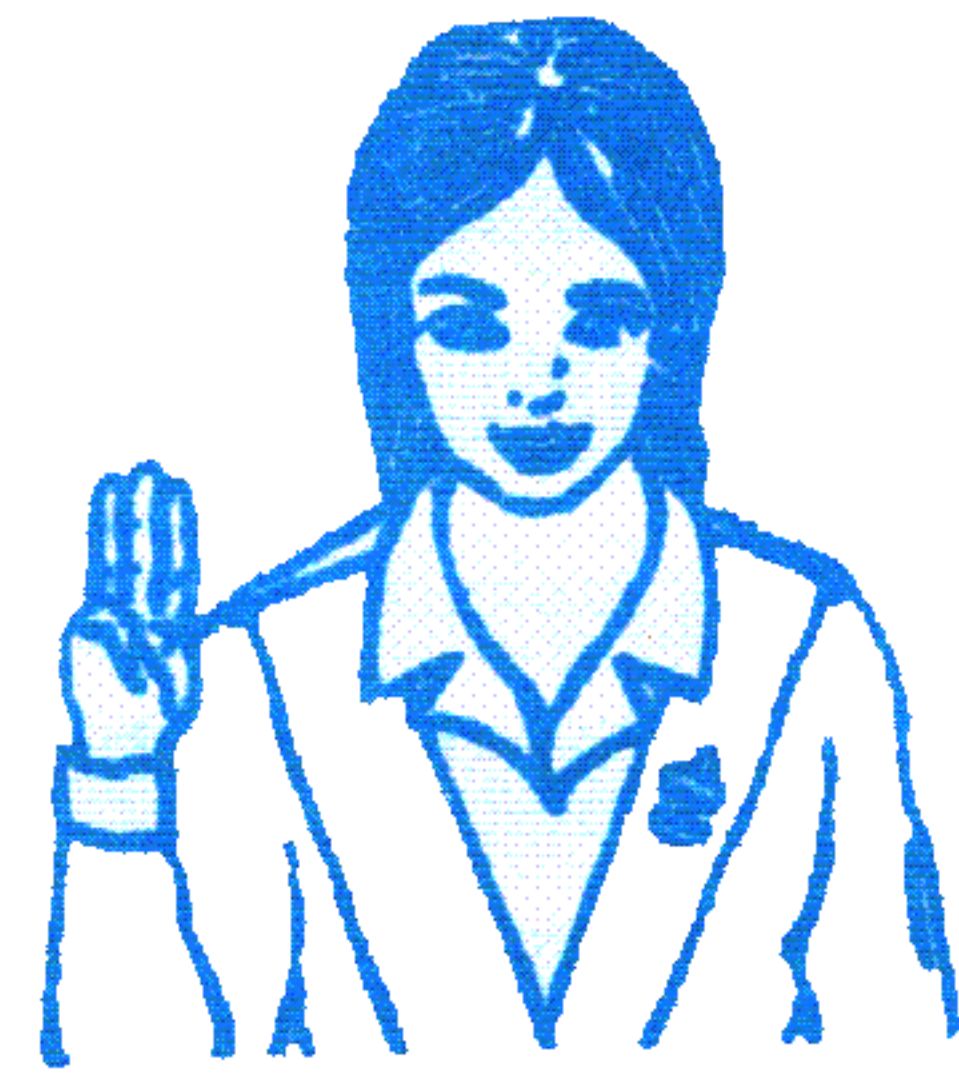
The three fingers of the right hand erect, the little finger folded inwards with thumb resting on it. The position of hand will be at the level of right eyebrow. A senior guide at the time of investiture makes use of the salute for the first time. The salute can only be done when she is in uniform.





### 3.2 Sign

The difference between the sign and salute is that in doing the sign the hand is raised to the level of eyebrow and not to that of eyebrow. The sign can be performed if a senior guide is enrolled but not in uniform.



### 3.3 Motto

The Senior Guide Motto is “Render Service” which is duly reflected in their promise and activities.

#### Use of Sign and Salute

When do senior guides salute:

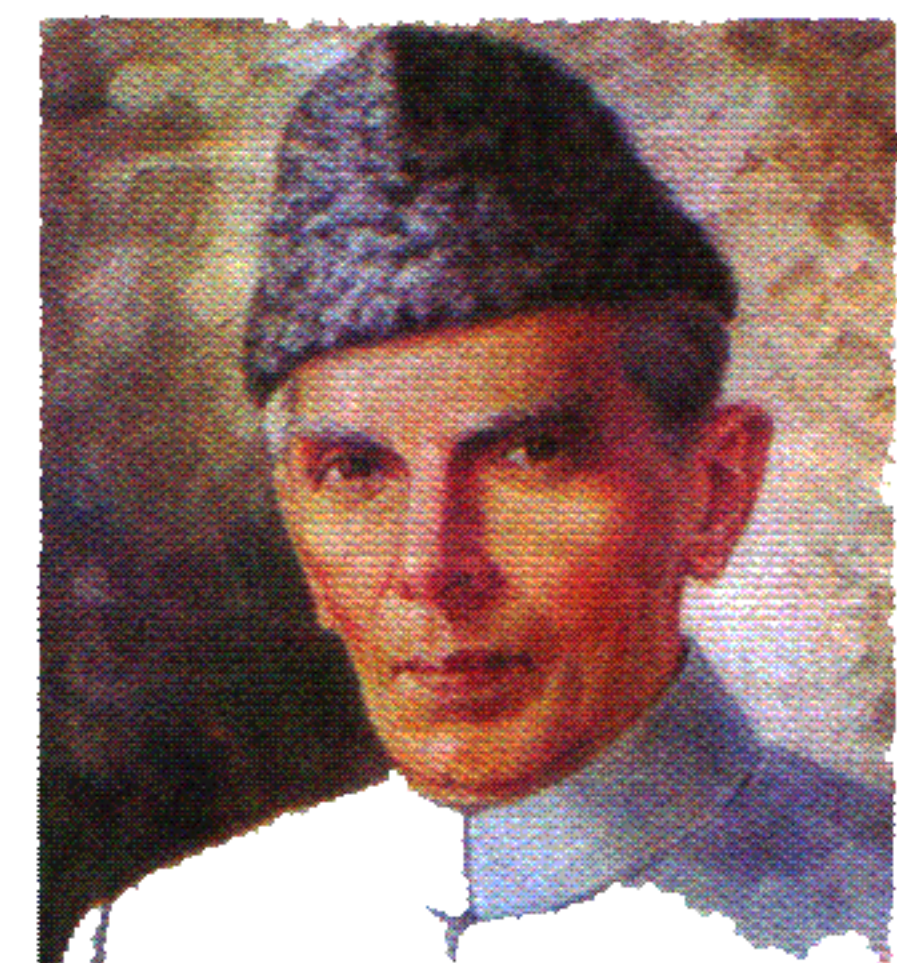
1. At the time of making their promise during the investiture ceremony.
2. During the flag ceremony senior guides salute the flag.
3. During the guard of honour ceremony.
4. When they receive an award during a ceremony while in uniform.
5. When meeting other guides/senior guides while in uniform.

When do senior guides use sign:

1. The senior guide will use the sign instead of the salute for all the occasions if she is not wearing her uniform.
2. While repeating their promise.

## 4. Life History of Quaid-i-Azam

The senior guides should know the life history of Quaid-i-Azam Muhammad Ali Jinnah and his efforts in the Pakistan movement. The senior guides should lay special emphasis on the Quaid's message to the youth of Pakistan and what he expected from them. They should also understand the role he wished youth and women to play in nation building.



The leader should try to help senior guides do this part of the investiture (that they have already done as part of their formal studies) in an innovative manner. Senior

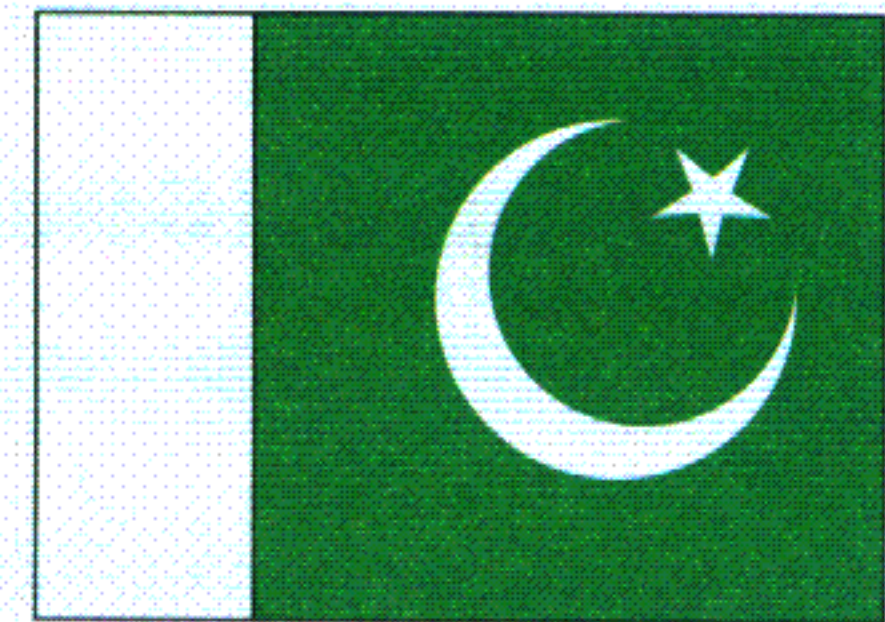


guides could collect and exhibit his relevant sayings, photos. If they know someone who knew him, they could organize a meeting with that person. They could prepare and conduct a quiz on any aspect of his life. The senior guides will certainly come up with new ideas themselves.

## **5. Understand the Pakistan Flag, Guide World Flag and Flag Ceremony**

### **5.1 The Pakistan Flag**

The Pakistani flag is white and green in colour. The green colour represents Muslims and the white represents the non-Muslim minority. The star and the crescent are our national symbols. The five corners of the star represent the five pillars of Islam. The flag is 6 feet long and 4 feet in width. The general ratio between the length and the width is 3:2.



The Pakistan flag was made on the 11th of August 1947. Khan Liaqat Ali Khan presented it in the National Assembly for the first time. Maulana Shabbir Ahmad Usmani hoisted it on the Assembly Hall in Karachi on 14th August 1947 at midnight. In Dhaka it was by Maulana Zafar Ahmad Usmani. The flag was designed by Ameer ud Din Qidwai. It was first sewn by Muslim League members, Bhai Altaf Hussein and Afzal Hussein.

### **Honouring the Flag**

This flag represents the independence, ideals and composition of the nation. It is binding on every Pakistani to honour our flag. Government permission is necessary to hoist the flag anywhere. The flag should not be hoisted if it is not the proper size. The flag should always be hoisted fully. It can only be hoisted at half-mast when announced by the government.

When the flag is being raised, the Senior Guides should salute it until it reaches the top and when it is being lowered then they should salute until it reaches shoulder height. If a Senior Guide is not in uniform then she must form the sign.



When a flag has lost its colour it should be burnt and the ashes buried. The flag must also be on the right hand of the speaker, the podium and the chief guest. If there are many foreign flags then our flag should be higher than others, and if all the poles are of the same height then our flag should be on the right.

It is against the law to hoist the flag on a car without government permission. When hoisted on a stage, the flag must be 5 feet higher than the head of the speaker, or in such place that the speaker's back is not to the flag. It can also be hoisted in the Senior Girl Guide ceremonies.

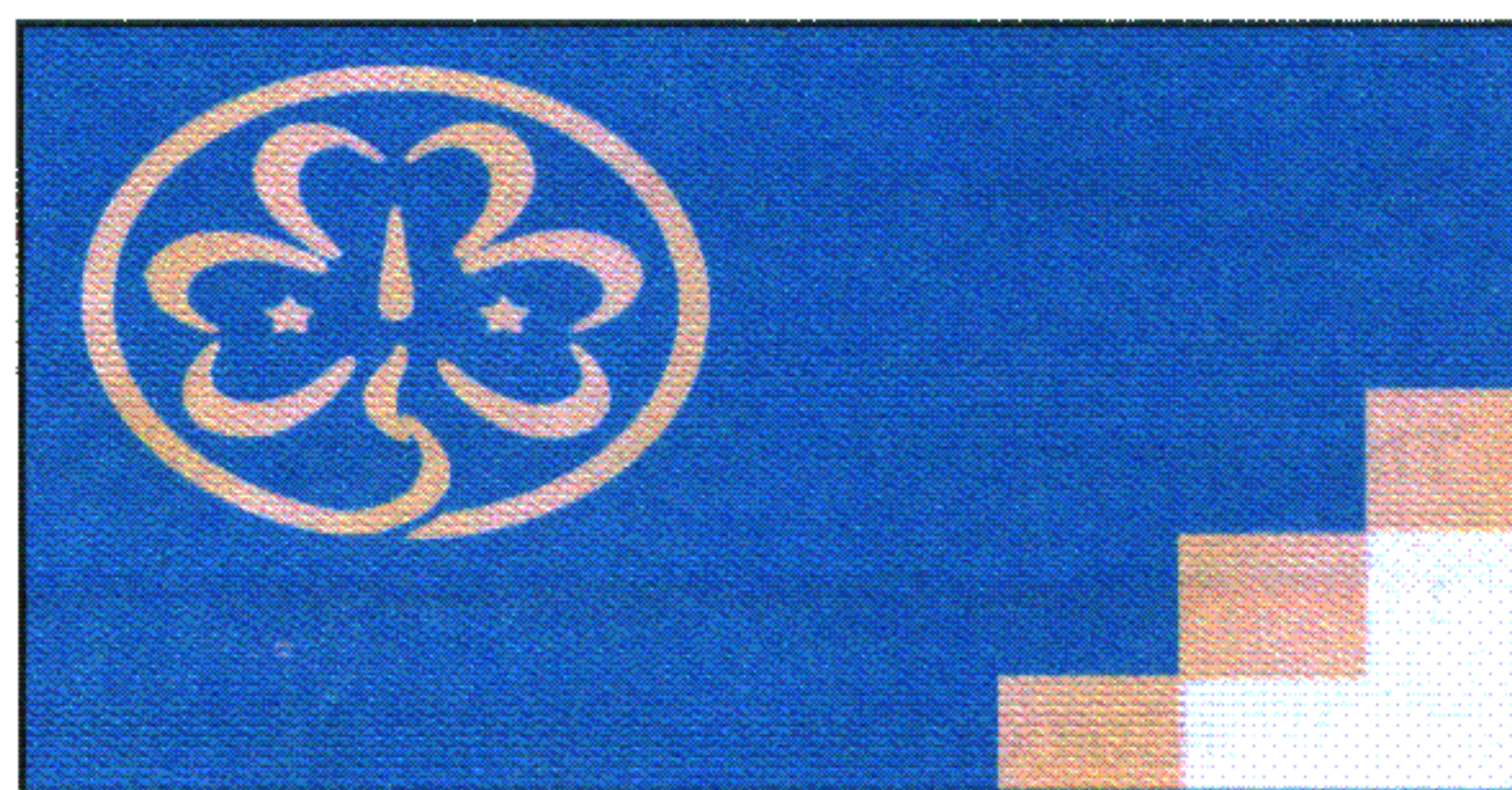
### Symbolism

The star represents the 5 points of Islam:

Belief in the Oneness of God (Tauheed), Prayer, Fasting, Zakat and Hajj.

## 5.2 The World Flag

Colour: Bright blue background.  
Golden yellow trefoils and  
blocks.  
White corner.



Symbols: Three golden yellow blocks are a reinforcement of our three-fold promise. The white corner shows our commitment to peace.

The trefoil means:

- The three leaves represent our original threefold promise laid down by the founder.
- The flame represents the flame of love for humanity.
- The vein represents the compass needle pointing the way.
- The two stars represent the 10 laws.
- The outer circle represents our worldwide association.
- The golden yellow trefoil on the bright blue background represents the sun shining over the children of the world.



## **5.3 The Flag Ceremony**

### **Steps**

#### **The Senior Guide Leader will say:**

1. "Company attention".
2. "Company stand at ease".
3. "Colour party fall in".
4. "Company fall in, make a horse-shoe formation".
5. "Halt one, two. Inverse turn."
6. "Company stand at ease — stand easy."
7. "\_\_\_\_\_ (Call the name of the girl) fall out for Tilawat "(she comes, \_\_\_\_\_ recites and returns).
8. "\_\_\_\_\_ (Call the name of the girl) fall out for thought of the day" (she comes, presents the thought of the day and returns).
9. "Company attention".
10. "Colour party carry on".

#### **The Leader of the Colour Party will say:**

11. "Colour Party quick march".  
(Colour Party will walk up to the flag pole).
12. "Halt".
13. The leader will take another step forward and unfurl the flag.

#### **The Senior Guide Leader will say:**

14. "Salute the flag".  
(All senior guides except the colour party will salute the flag and sing the National Anthem).
15. The leader of the colour party will take one step back and join the remaining two senior guides.

#### **The Leader of the Colour Party will say:**

16. "One step back".  
(The colour party will move one step back)



17. "Salute the flag".  
(Only the colour party will salute)
18. "About turn".
19. "Colour party quick march".  
(The colour party will go back to its original position and join the horse shoe)
20. "About turn".

**The Senior Guide Leader will say:**

21. "Company fallout".

The size of the colour party varies according to the number of flags. If there are more flags the leader stays back and the members step up to unfurl the flags.

## 6.1 Ceremonies, National and International Days

The Pakistan Girl Guides Association celebrates the following national and international days:

### A. National Days

- |    |                                        |                    |
|----|----------------------------------------|--------------------|
| 1. | Eid-e-Milad un Nabi                    | 12th Rabi-ul-Awwal |
| 2. | Pakistan Day                           | 23rd March         |
| 3. | Miss Fatima Jinnah's death anniversary | 9th July           |
| 4. | Independence Day                       | 14th August        |
| 5. | Defence Day of Pakistan                | 6th September      |
| 6. | Quaid-i-Azam's death anniversary       | 11th September     |
| 7. | Quaid-i-Azam's birthday                | 25th December      |

### B. International Days

- |    |                          |                        |
|----|--------------------------|------------------------|
| 1. | Thinking Day             | 22nd February          |
| 2. | Women's Day              | 8th March              |
| 3. | Literacy Day             | 8th September          |
| 4. | Universal Children's Day | First week of November |

## 6.2 Different Ways to Celebrate National and International Days

- By celebrating that special day in such a way Senior Guides can learn about that day.



- By organizing a competition using various ideas e.g. speeches, posters, models, poems etc.
- By organizing a walk (Permission has to be sought from the Provincial Commissioner before hand).
- Planning an International evening.
- Showing videos or slide shows.
- Organizing an exhibition.
- Organizing a bon-fire/camp fire or an entertainment programme.
- Arrange a debate on an important issue e.g. human right, child rights & responsibilities, environmental resources etc.
- Prepare and serve an International meal. If possible wear the dress of the countries being included and eat in the traditional manner e.g. chopsticks etc.
- Plan an exciting day for a group of children/young people who are not guides.
- Write a press release about the Day (Permission has to be sought from the Provincial Commissioner before hand).
- Choose the decisions made by the Govt. in the last year. Trace the effect of these decisions on your community, the nation as a whole and the entire world.
- By visiting a relevant organization/institution.
- By conducting a research on a relevant topic and highlighting its findings.
- By using puppetry, dramatic presentation to portray the importance of the day.
- Plan and carry out a practical service project in relation to a global issue e.g. International Literacy Day, World Health Day, etc.
- Think of three wishes to make the world a better place, then make a plan to make the wishes come true (Relate it to the day) e.g. Polio Eradication Campaign etc.
- Arrange a play day for underprivileged children.
- Plan and carry out a rally or ceremony to help others understand the purpose behind the Day.
- Send greetings to other guides.
- Identify and, if possible, interview women who have made a significant contribution to the world through science, culture, economics, politics or religion.
- Plant a tree/trees to mark that day.



## Section-III

### Eight Point Challenge Programme and Bars

#### 1. Introduction

The senior guide bars & challenge programme offers a wide variety of activities to the senior guides. The leader should encourage the girls to choose activities that interest them and carry out the challenges, thus earning a bar that they can wear on their uniform.

#### 2. What is a Bar?

Each bar contains several certificates. The senior guide is required to do only **one** certificate which will lead to a bar. They can do more than one certificate if they are interested. The second component of the bar is the challenge activity. Upon completion on this activity the senior guide will be awarded the bar of that colour.

As you have seen the idea behind the bar is that in the first phase the senior guide learns skills that enhance her personality. The second phase is the challenge activity wherein she tries to share her knowledge with the wider community, thus fulfilling her motto of rendering service.

When a senior guide has obtained four bars of different colours, she is awarded a silver star. Upon completion of all eight bars, she is awarded a red star.

The leader should try to test the knowledge gained in the certificate in an informal manner. Formal classroom style testing has to be avoided.

The leader should try to involve people from outside the senior guide company while conducting the activities of the certificate. Other college lecturers could be the resource persons as well as members of NGOs, Government departments working in the relevant fields. The information for the senior guides could be disseminated to a larger group of girls or the entire college by holding seminars, film shows, panel



discussions etc. The senior guide could prepare and conduct a quiz to involve and test their colleague and friends. A visit to an institution where work of that kind is being done. for example an organization working for improving the environment is both enlightening & interesting.

Here are all the necessary details of the bars.



# **I. Wider Horizon (Blue Bar)**

## **Objectives**

The objective of this service bar is to enable the senior guide to develop awareness, understanding and insight into the national and international issues relating to the government, environment and the health sector.

## **A. Political Consciousness**

1. Describe the system of Government in Pakistan and that of other country in the SAARC region.
2. Have a complete knowledge of vote casting, system of election and the tools used for balloting.
3. What is the purpose of Local Government? Explain the governmental structure of your division and province.
4. What are the names of those people, who represent you in your government, they may be in the Senate, Provincial or National Assemblies.
5. Describe the women's rights as stated in the Constitution and your religion.

## **Senior Guide Challenge: Intelligence**

### **Activity**

- Prepare a report on any social problem related to the women of your area.
- OR
- Run a mock election booth in your college.

## **B. Asia Pacific Interest Badge**

### **a) Knowledge of the region:**

Have knowledge of:

1. The contents of the Asia Pacific Leaflet including the logo and what it stands for; Sangam and its purpose in our region.
2. Be able to convey this knowledge in an interesting way to another company/troop.



**b) Learning and Sharing:**

1. Through contacting visitors from member countries, or persons from such countries residing in your own, find out the following:
  - a) Forms of greeting and short phrases in different languages.
  - b) Customs and festivals observed in member countries.
2. Make a display kit or scrapbook on Girl Guiding in one of our member countries. This could include some of the following:
  - i) Youth Activities.
  - ii) Type of Government, Culture and traditions.
  - iii) Economic Activities.
  - iv) Climatic Conditions.
  - v) Flora and fauna.
  - vi) Travel brochures, etc.
3. Do two of the following:
  - a) Compile a recipe book of regional dishes, and demonstrate one or two of them.
  - b) Collect newspaper clippings of two countries in the region pertaining to either the general affairs or related to a particular topic.
  - c) Learn a handicraft of another member country.

**Senior Guide Challenge:****Activity**

Do one of the following:

- Participate in a community development project in any member country.  
Participate in a community development-twinning project in your own country.
- Make a useful article for the Asia Pacific region, the world centre in our region for fund raising purposes.

**C. International Education Badge**

In order to be able to think internationally, the senior guide will first attempt to understand the local environment, family, neighbours and friends. This knowledge



will make it easier for her to develop a wider understanding of the world where people and conditions are different from hers.

**Objectives:**

1. To know who “we” as individuals are and how “we” contribute to the world around us.
2. To discover what influences people to see as they do about what happens around them.
3. To develop an increasing capacity to see, appreciate and learn.

**Administration:**

The Badge may be worked for by individual or group. The standard of the achievement is the individual's best.

**Requirements:**

Two activities from both, Section 1 and 2 each and three activities from Section 3 (7 in all).

**SECTION 1:**

Do one activity from the first group and one from the second group.

**First Group:**

- a) Through mime, song, dance, art or drama, present the kind of world you want for future generations of children. Decide what you can do to make that world possible.
- b) Study conservation in the community and select three ways to help practically, e.g. tree plantation, cleaning debris from rivers and streams: preservation of wildlife. Examine the possible community or national effect of this activity.
- c) Using puppetry or a dramatic presentation, portray an important aspect of your cultural heritage e.g. folklore or other traditional ceremonies.
- d) Prepare illustrated charts showing good nutritional or health habits for different age groups in the community. Display these and explain them to other groups.



- e) Plan and carry out a service project to break down a community barrier, which keeps people from understanding each other e.g. language, culture, economic barriers etc.
- f) Make a map of your area and illustrate it, showing where wheel chair users and other disabled persons need improvements for access. Discuss the results with the officials concerned.
- g) Pollution of air, sea, water and land are a major problem. Discuss trends with concerned officials. Then plan and carry out a project to help eliminate the problem.

### **Second Group:**

- a) With the help of an agricultural expert, plan a small vegetable or flower garden, plant, harvest and produced. (Minimum three months)
- b) List food products produced in your area. Who buys them and who benefits from the sale?
- c) To help inform the local government in educational plans and problems make a survey in your area of:
  - The various ages/sexes attending school and colleges.
  - Illiteracy amongst adults/children.
  - Available educational schools and Institutions.
  - Decide what can be done to improve conditions and what you can do to help.
- d) Identify areas with problems of water, sanitation, nutrition, and health. What is being done by the community/country to overcome these problems? Choose one area concerned, and as a group, plan and carry out a practical project that will benefit those affected.
- e) Identify one real problem in your community/country e.g. urban slums, malnutrition, drugs etc., and carry out a project either long or short term, giving positive help to those concerned.

## **SECTION 2: THE GLOBAL PERSPECTIVE**

### **Introduction**

It is important to know and learn about International events, because their resulting ripples affect part of the World. International understanding involves people, values,



cultures, background, places, happenings and issues. It is this awareness of the global perspective that will change a girl's whole attitude and awaken a caring response which is part of Girl Guiding.

### **Objectives**

1. To become better acquainted with peoples of other lands, their life style, cultures, religions and outlook.
2. To become more aware of the interdependence of the modern world noting that individual and collective decisions and action can have important consequences for:
  - People elsewhere in the world
  - Future generations.
3. To increase understanding of global conditions, trends and issues.

Do one activity from the first group and one from the second group

### **First Group:**

- a) Dress dolls representing different nations in clothing of their countries (at least 5).
- b) Learn a song/dance and legend from at least 3 different parts of the World and share with others.
- c) Collect pictures of 12 flowers, 12 trees, 12 animals and 12 birds. Discuss their country of origin. Pay particular attention to endangered species and consider cause for this and what can be done to help.
- d) In your local institutions, set up a display for United Nations Day, Children's Day etc.
- e) Prepare an international meal around the World. Wear the clothes of the countries being included and eat in traditional manner, e.g. chopsticks, spoon, fingers or with one choice of food, e.g. rice, chicken, potatoes. Prepare dishes with recipes from different countries.
- f) Find out all you can about ONE person who has worked for peace. Speak, display photos about their work for not more than 20 minutes, e.g. Mother Teresa, Martin Luther King etc.
- g) Invite people from other countries, residing in Pakistan, to visit the company



and teach games, songs or handicraft of their respective countries.

**Second Group:**

- a) Select a country; learn all about its people etc. Present a 20 minutes entertainment by drama, display, or building a model incorporating as much cultural knowledge as possible.
- b) Plan an imaginary visit to another country. What knowledge is necessary and what preparations and plans must you make? Learn at least three basic sentences in the language of the country.
- c) Prepare a map of the World showing areas of malnutrition or starvation, less rainfall, poor land resources. Discuss the connections and what remedies can be suggested.
- d) Plan and carry out a practical service project in relation to global issues, e.g. Literacy, Conservation, Malnutrition, and Health.
- c) Arrange a debate between groups on human rights, peace and disarmament, population education, use of environmental resources or nuclear power.
- f) Undertake training in community health, child care, blood bank or population education and make use of it in a practical way.
- g) Choose 3 decisions made by the Government in the last year. Trace the effect on your community, the nation as a whole, other countries and the world, e.g. literacy; role of women; human rights, population education.
- h) Find out about any one of the following:  
Oral dehydration, growth monitoring, immunization, advantages of breast feeding, knowledge of supplementary foods and promotion of scientific knowledge.

### **SECTION 3: BELONGING TO A WORLDWIDE MOVEMENT**

#### **Introduction**

WAGGGS is the largest and most diversified youth movement for girls today. Through local programmes, international events, visits and publications, it gives the 10 million members in 152 countries (2002) a real opportunity for global understanding and participation.



## **Objectives**

1. To understand what it means to belong to a Worldwide Movement.
2. To become more aware of the possibility to promote development, and influence change that exists through participation in WAGGGS.

Do one activity from the first, one activity from the second, and one activity from the third group.

### **First Group:**

- a) List as many ways as possible to raise funds for Thinking Day and carry out at least three of them.
- b) Write on the Regional Structure within the World Association.
- c) Plan and carry out a Thinking Day Ceremony to help others understand the real meaning and purpose of the day.
- d) Using "Trefoil Round the World" compare the Promise and Laws with those of 6 other countries. Discuss the differences.
- e) Become involved with a disabled person or group. Learn of their achievements and challenges and make a practical contribution to their development and welfare. Include them in at least one Guide activity.
- f) Discuss the right and responsibilities of membership in WAGGGS. Find its total membership and pin flags on a map of all member countries.

### **Second Group:**

- a) Invite a speaker from the U.N. and discuss ways in which the Girl Guide programme can support or publicize the work being undertaken. Prepare a visual relationship between the U.N. and WAGGGS.
- b) Undertake a project to show the responsibilities of girl guides towards social, cultural and welfare programmes, refugees or the unemployed. Evaluate.
- c) Find out all you can about special projects undertaken by members in other countries on health, agriculture, employment, literacy etc., share this knowledge with your company by talks, slides, photos etc.
- d) Create a game or paper game that could teach others about WAGGGS, its membership, its essential elements or its administration.
- e) As a patrol or company, share a pen pal. Display to others pictures and



postcards, etc. received, which would help to promote Guiding.

**Third Group:**

- a) Make models of each of the World Centres and display them in their appropriate scenery.
- b) Plan “Around the World Day” game, sing song, make craft and display uniforms of girl guides of one country from each of the World Regions.
- c) Invite a patrol from another part of your Province or Country to a Camp or “Let us share” project.
- d) Meet with refugees, migrants or underprivileged children to understand their needs and plan an activity with them to meet these needs, e.g. a day camp, after-school tutoring, recreational activities etc. After a given time evaluate results jointly.

(For further details of this badge consult “International Education Badge” by Pakistan Girl Guide Association Punjab Branch)

## **D. Environmentalist**

### **Awareness**

Make an album containing:

- i. The environmental situation in your community, province/city and country.
- ii. Newspapers clipping/information on projects undertaken by the government and non-government organizations concerning protecting and preserving the environment in your community, province/city and country.
- iii. List of governmental and non-governmental organizations and the environmental protection projects they are undertaking: Give a short description of each project.

### **Leadership ability**

Select two of the following activities:

- iv. Organize a training/workshop on environmental protection for senior age group in your community. Invite a specialist to talk on the subject.
- v. Organize a poster-making contest among senior age group in your district with the theme “The Earth you Save Today is your Earth Tomorrow”.
- vi. Organize a district campaign on environmental protection i.e. a rally,



distributing information leaflets on global warming, recycling etc.

### **Service**

Organize two of the following activities (or similar activities) with other Senior Guides:

- vii. Tree planting.
- viii. Cleanliness Campaign.
- ix. Follow a Stream (Select a water course and study the life in it and the impact of pollution)
- x. Cultivating kitchen gardens, tree nurseries, etc.

## **II. Home Management (Mauve Bar)**

### **Objectives**

The objective of this section is to train the senior guide so that she is able to run the matters of the house effectively and independently on her own, and when the need arises, can train others and spread awareness on the issues relating to the same.



### **A. Dress Maker**

- 1. Know how to use, clean and oil a sewing machine.
- 2. Know the correct methods of patching plain and patterned materials, mending blankets and darning socks.
- 3. Must cut and make entirely by herself:
  - i. A complete senior guide uniform.
  - ii. A complete set of clothes for a child under one year.
  - iii. An ordinary shalwar qameez.
- 4. Make a paper pattern from a readymade garment.

### **Cook**

- 1. Make a collection of recipes, which she has used, (At least 20).
- 2. Understanding the planning of menus with due regard to dietary value, cost, quantities and storage.
- 3. Prepare salads. Cook vegetables in such a way that their vitamins are



preserved. Stew some fruit or make a fruit preserve.

4. Know the best methods of storing food, including perishable foodstuffs in hot weather.
5. Understand the importance of cleanliness in the kitchen, cleaning electrical appliances and cooking apparatus.

**C. Fabric Care**

1. Know the different types of fabrics and their characteristics.
2. Know how to:
  - Take care of
  - Restore, and
  - Clean

different fabrics i.e. cotton, woolen, synthetic.

**D. Confectioner**

1. Take a week's training in baking and obtain a certificate.
2. Should know how to bake three different kinds of cakes and three kinds of biscuits.
3. Maintain a recipe book of at least 20 recipes and demonstrate practically any one cake or biscuit recipe.

**E. Nutritionist**

1. Know the main points to be considered when planning and presenting well-balanced and attractive meals for different age groups.
2. Plan and budget a weekly menu for a middle class family of six members.
3. Know the basic food groups and explain which methods of food preparation retain more nutrients.
4. Make a one-day balanced diet plans for anyone of the following:
  - Infants
  - Young people
  - Old people
  - Sick person

OR

5. Make a poster on the importance of nutritive food for health.



#### **F. Hostess**

1. List the things a hostess would need to think of in order to make a guest comfortable. Discuss the things a guest should do in response.
2. Make a folder of cooking recipes of snacks.
3. Learn how to plan a party.
4. Learn at least three different ways to fold napkins, and lay a dining table for five people.
5. Plan and arrange an attractive dry flower arrangement.

#### **Senior Guide Challenge: Home Craft**

##### **Activity**

- Awareness campaign for mother and children for healthy eating habits and avoiding junk food.

OR

- Craft/bake sale in college for raising funds for your company.

### **III. Personal Development (Magenta Bar)**

#### **Objectives**

The objective of this section is to impart skills to the senior guide, which will enable her to develop a more positive outlook, and carry herself confidently in the society.

#### **A. Personal Grooming**

1. Discuss how food, cleanliness and cosmetics affect your skin and health.
2. Explain the uses and abuses of cosmetics and tell them about the difference between day and night make-ups.
3. Know something about the nails, hair, skin and hand care, and decide which hairstyle is best for you.
4. Keeping in mind, the height, body structure and the shape of your face, decide which type of dress and colour suits you.
5. Have knowledge of party and occasional wear.



6. Find out how care of your teeth affects the total well being.
7. Explain how grooming affects your appearance and attitude. The appearance and attitude in fact provide the basis on which others form their opinion about your personality.
8. Make a personal grooming kit.

## **B. Health**

1. Know the appropriate relationship between height and weight in different age groups and find out about yourself.
2. Understand the harm caused by ill fitting and unsuitable footwear.
3. Discuss how lack of cleanliness, smoking, food, alcohol, unwise dieting, drugs, exercise, late night sleeping and long walks affect health.
4. Tell how you spend your spare time to show that you are trying to maintain a balance in your activities, interests, works and rest.
5. Discuss the kinds of foods needed for a girl of your age and what happens if she is malnourished.
6. Make a diet plan that meets your needs.
7. Describe the good health habits.
8. Demonstrate good posture of walking, sitting, bending, reading, climbing stairs and carrying packages.
9. Explain how a physical and mental health can be improved by adopting the eight-point challenge programme of PGGA.
10. Have knowledge of HIV/AIDS, hepatitis and how these can be contracted and prevented.

## **Senior Guide Challenge: Physical Health**

### **Activity**

- Organize a campaign on any issue related to women's health.
- Organize a campaign within your college on the necessity of proper diet exercise for women.

## **C. Public Speaking**

Should know:

1. How to capture the interest of the audience.



2. How to plan and arrange a public function.
3. Introduce and thank a speaker.
4. Prepare a short speech on the subject of your own choice and speak for not more than three minutes.

OR

5. Read a short poem or passage of verses of your choice for not less than one minute or more than two minutes.
6. Speak for not less than three minutes on a subject given to you on the spot.

#### **D. Interpersonal Skills**

1. Prepare an essay on the importance and role of interpersonal skills in our lives.
2. Participate in activities that target the verbal and non-verbal communication skills.
3. Develop and perform role-play to highlight the importance of interpersonal skills.
4. Prepare an article on how good interpersonal skills lead to the target achievement and present the article before the company.
5. Participate in activities that differentiate between hearing and listening.

#### **E. Inspirational Reading**

1. Read and write an essay on an event of international importance, which has changed the course of history.
2. Read and write an essay on the lives of people who through courage and determination changed their destiny e.g. Nelson Mandela.

### **IV. Outdoors Activity (Green Bar)**

#### **Objectives**

The objective of this section is to enable a senior guide to develop the skills necessary for conducting outdoor activities.





## A. Camping Skills



of fire.

1. Know how to pitch and strike a tent. Know how to care for it in fine and wet weather and be able to carry out repairs.
2. Know the precautions to take when lighting a fire in different surroundings and to deal with a blaze
3. Prepare first aid kit for camp.
4. Know how to take safety measure in the camp and be able to handle simple emergencies.
5. Draw up a list of items to include in the personal camp kit.
6. Improvise one useful camp gadget using square or diagonal lashing and one without strings or nails.
7. Know some games and camp songs.

## B. Hikers

1. Make plans for two different types of hikes, including list of the essentials.
2. Know the difference between hiking and mountaineering.
3. Plan outdoors fun during a hike, such as games, songs, nature quest and treasure hunt etc.
4. Make a rudimentary route sketch with the help of a compass.
5. Participate in at least two different types of hikes and keep brief notes of the same.
6. Learn about ensuring the safety of a hike, make a first aid kit for hiking and be able to deal with basic hiking accidents.

## C. Outdoor Cooking



1. Show knowledge of cooking outdoors and know how to store food.
2. Know the precautions to be taken during a cook out.



3. Have knowledge of dishes that can be partially prepared before the cook out.
4. How to prepare cook out utensils with disposable material (chart paper, empty tins etc.).
5. Prepare a first aid kit for use during the cook out.
6. Identify six different trees with respect to their value as firewood.
7. Prepare meat, vegetable or rice outdoor dish.
8. Boil an egg, fish or rice out of doors.
9. Know how to clean and clear the site.

#### **D. Water Badge**

To create greater awareness amongst senior guides about the importance of water in everyday life and its conservation:

1. Organize a water conservation day in your college, in your community or in your district. Either organize a film show/side show on a water related subject or invite an expert to speak on a water related issue.
2. Organize a poster-drawing contest amongst senior guides in your district. Choose your own theme in relation to water. Hold an exhibition of the posters.
3. Make a simple rain gauge. Know how to use it to obtain reasonably reliable/accurate results. Explain to your company/troop how it is used.
4. Keep daily weather records for a month (clouds, rain wind, hours of sunlight, etc.).
5. Either find out what acid rain is. How can it effect plant and bird life?

OR

Find out how sewerage is disposed of in your area. What different origins are there and what is the best control of each type?

6. Find how wells and water pumps are constructed and make a working model. Try to interest the community in building a real one.

#### **Senior Guides Challenge: Outdoor**

##### **Activity**

Arrange an awareness campaign on energy/water conservation.



## **V. Vocational Skills (Orange Bar)**

### **Objectives**

The objective of this section is to enable a senior guide to learn the practical skills that will prepare her for some of the necessary tasks of adult life.

#### **A. Computer Skills**

1. Operating systems basics.
2. Basic computer architecture.
3. MS Office or any word processor and spreadsheets programme.
4. Basic web design and development.

#### **B. Handicraft**

Do any three from the following:

1. Must knit herself one useful garment.
2. Must embroider a decorative border on a towel or tablecloth.
3. Make a toy of some soft material for a small child.
4. Make papier-maché bowls OR make an animal or doll with movable limbs.  
OR Make something of leather or rexene, such as a bag, bookmark, spectacle case, etc.
5. Make an article in macramé or make paper flowers, cloth flowers or a dried flower arrangement.

#### **C. House Planning**

1. Name three symptoms that show a house is damp and their probable causes. OR  
What causes cracks in the ceiling and when are they dangerous.
2. The colours of a room have an effect on its occupants. Know something about these effects. Suggest colour scheme & decoration for two rooms of a house.
3. How would you detect unseasoned wood, bad bricks and insufficient foundations in a house?
4. Mention the general regulations as to the thickness of outside wall, height of



room and of roof, which are required for a modern building.

5. Find out where in your house the water supply will have to be turned off in case of a leakage.
6. Know the importance of ventilation in a building.
7. Show with a diagram how would you read a gas meter, and how would you detect a leak in the meter. OR

State the dangers to lookout for in an electric light installation.

#### **D. Motor Mechanics**

1. Wash and polish a car.
2. Know the rules of the road and how to read a map.
3. Identify the different tools used in car maintenance. Know how to use and look after them.
4. Have an elementary knowledge of:
  - The 'drive' from engine to back wheels.
  - The function of the carburetor.
  - The water cooling system.
  - The electrical system.
  - The four-stroke internal combustion engine.
  - Check oil level in the engine, steering box and the back axle.
  - Fill up with petrol, oil and water.
  - Drain and refill a radiator.
  - Change a tyre.
  - Check and adjust the tyre air pressure.
  - Clean and top up a battery.
  - Test, remove, clean and replace spark plugs.
  - Disconnect an electrical horn.

Understand the purpose of the oil gauge and the meter on the dashboard.

#### **E. Photography**

1. Know the functions of the different kinds of cameras:
  - Fixed focus
  - Auto focus



- Reflex camera
  - Non-reflex camera or
  - Digital and video camera
2. Know the functions of the eye and the camera.
  3. Know about the different kinds of films; Black and white, coloured, slides.
  4. Know the different parts of a camera; ASA/Din, shutter, aperture, lenses and filter.
  5. Know the difference between indoor photography and outdoors photography.
  6. Make an album of 20 indoor and 20 outdoors photographs by using any kind of camera.

OR

Prepare a movie of 3-5 minutes duration.

#### **F. Secretarial Training**

1. Prepare council meeting minutes' book.
2. Know how money can be deposited in the bank and how to write a cheque.
3. Be able to write any three of the following on a computer and take the print out of:
  - A letter inviting neighbouring guides to spend an afternoon or evening with your company, stating the time, place and the form of entertainment and number of guides.
  - A letter accepting such invitation.
  - A letter of thanks for a gift received either personally or on behalf of the patrol.
  - An order to the shop for the guide equipment.
  - An application for a job.
4. Prepare a report of the annual activities of the company using secretarial skills with the help of computer.

#### **Senior Guide Challenge: Arts and Crafts**



## Activity

Do any one of the following:

1. Organize a dress show of recycled garments.
2. Teach a craft to a group of special children.
3. Organize an advocacy campaign on micro credit schemes for women.
4. Organize an exhibition/sale of photographs, crafts and posters.

## VI. Community Development (Yellow Bar)

### Objectives

The objective of this section is to give the senior guides an opportunity of fulfilling their motto of rendering service to their community.



### A. Promotion of literacy

1. Participate in a promotional programme for increasing literacy.
2. Prepare some simple learning material for primary school/special children.
3. Support one person financially for education for at least one year.
4. Support a child in his/her educational activities.
5. Find out the literacy ratio in your area and understand the causes of low literacy ratio in Pakistan.

### B. Drug abuse prevention

1. Make a list of drugs causing addiction and their effects.
2. Make four charts or posters showing kinds of addictions and health hazards.
3. Have knowledge of Government organizations and NGOs working on this issue, and list the treatment centres opened in your area.
4. Understand the adverse effects of smoking and passive smoking on women..
5. Have an understanding of narcotics law forced by the government.
6. Carry out a one-day drug abuse prevention educational programme for other senior guides or fellow students or community women.



**C. Fight against beggary/*poverty***

1. Understand the wider implications of beggary/*poverty* and its negative impact on the society.
2. Understand the wider implications of child labour and its negative impact on the society.
3. Take part in a discussion with concerned persons on how to eradicate beggary and *trafficking of human beings*.

*(In italics are the additions from UNICEF)*

**D. First Aid**

The holder of one of the following qualifies for the bar:

1. The adult first aid certificate of Red Crescent or any other recognized organization.
2. The adult first aid certificate of St. John's ambulance or by a qualified first aid trainer.

**E. Home Nurse**

1. Know the following:
  - Qualities required in a nurse.
  - Know how to prepare a sick room, its preparation, cleaning, heating, cooling and ventilation.
  - Know the precautions necessary for nursing infectious diseases in the home and rules for disinfecting.
2. Know the use of air cushion for an invalid.
3. Know how to take blood pressure.
4. Should know four common diseases and two serious diseases:
  - Common Diseases:

Know the symptoms of any four of the following:

- i. Malaria
- ii. Dhobi's itch
- iii. Measles
- iv. Cholera
- v. Whooping cough
- vi. Mumps
- vii. Influenza



- Serious Diseases:

Know the symptoms of any two of the following:

- i. Hepatitis
- ii. T.B.
- iii. HIV/AIDS.

#### **F. Service to the Handicapped**

1. Make regular weekly visits to a school or institution for the handicapped for six consecutive months and help staff in teaching, reading or playing with the patients, taking care of a disabled child.

OR

Help run a company for the disabled guides/junior guides for three months.

2. Teach a handicraft to a handicapped person.

OR

Record stories/teaching material for visually impaired children and gift it to the special school.

3. Understand the role society can play in making physically disabled people functional and independent.

#### **Senior Guide Challenge: Service**

##### **Activity**

Organize a campaign on anyone of the following topics:

- The importance of hygiene for children.
- Any current health issue
- Prevention of early marriage and pregnancy.



## **VII. Fun and Recreation (Red Bar)**

### **Objectives**

The objective of this section is to let the senior guide choose and pursue the hobby of her choice.

#### **A. Swimming**

1. Know and understand the blue code and answer five questions on how to prevent accidents in or near water.
2. Show the following procedures of rescue with or without an assistant:
  - a. With a stick or pole.
  - b. With an article of clothing.
3. Demonstrate one method of artificial respiration.
4. Be able to swim 10 yards each using three of the following:
  - a. Elementary backstroke
  - b. Breaststroke
  - c. Sidestroke
  - d. Front crawl, and
  - e. Butterfly
5. Float on back position for two minutes.
6. Surface dive to a depth of 6-8 feet OR swim 10 yards under water.
7. Know the national swimming laws insofar as they relate to starts, turns and finishes for different strokes in competitions.
8. Swim regularly and keep log book of distances swum over a period of three months.

#### **B. Martial Arts/ Taik won do**

A Senior Guide holding a yellow belt is entitled to receive this bar.

#### **C. Folk and Cultural Heritage**

1. Know the oldest city of your province and write about it.
2. Draw a pictorial map of your country showing places of historical



background.

3. Find out and display a traditional craft of your province.
4. Have a complete knowledge of one folk story from your area and be able to narrate it in an interesting manner.

OR

Select one folk poetry/prose writer and present him/her and his/her work to a group.

5. Select one book from folk poetry and one from essays of a famous writer and give reasons for its selection.
6. Demonstrate anyone of the following:
  - a. Sing a folk song (Solo or group)
  - b. Dramatize a legend
  - c. Arrange a puppet show
  - d. Make a puppet
7. Make a collection of commemorative stamps, which you feel are representatives of our heritage.

OR

Make a collection of traditional recipes of your province, and set them out attractively in a book or on cards.

8. Visit a historical monument and record your impression, take photographs, make sketches of everything and present to your company.

#### **D. Folk Dance/Music**

##### **a) Folk Dances:**

1. Must be able to perform one folk dance of her own province and one of another province
  - Punjab
  - NWFP
  - Sindh
  - Balochistan
  - AJK
  - Northern Areas
2. Display the regional costume of the area she has selected for the dance.



**b) Folk Music:**

1. Know something about the folk songs of our country and be able to sing a folk song from any two of the provinces. Know folk songs of at least 3 regional languages.
2. Teach a traditional folk song to your company or to another company.
3. Have knowledge of different musical instruments of a province.
4. Be able to play a musical instrument e.g. Dholki, Daf etc.
5. Learn two guide songs from the PGGA songbook.

**E. Painting**

1. Know the basics of:
  - Oil painting
  - Water-colour painting
  - Sketching
2. Know about canvas care.
3. Know about different brushes and their strokes and uses in a painting.
4. Present a painting in a medium of her choice.

**Senior Guide Challenge: Interpersonal communication**

**Activity**

- Prepare a recreational programme for a special/ under- privileged group of children.
- OR
- Carry out a campaign within your college on the importance of positive language & positive attitude in life.

**VIII. Empowerment of Women (White Bar)**

**Objectives**

The objective of this section is to develop knowledge on the topic of 'Empowerment of Women' and to develop entrepreneurial and leadership skills.

**A. Banking Knowledge**

1. Take an overview of the banking system in Pakistan and compare the



- scheduled and non-scheduled bank.
2. Have knowledge of banking procedures in Pakistan, saving schemes and rules and regulations of different loans.
  3. Explain the different insurance policies offered by the state.
  4. Explain how you can open a Savings, PLS, Current or fixed Deposit Account.
  5. Explain the role of banking in the economic development of a country.
  6. How does public saving strengthen the economy?
  7. Understand the micro credit schemes for women.

## **B. Budgeting**

1. Understand why is it necessary to make a budget, explaining deficit, surplus and balance budgeting.
2. Differentiate between the government and family budgets and make your own family budget for one month.
3. Discuss the role of private investment in national development.
4. Discuss the effects of IMF and foreign aid on economy.
5. Study the budget of the current fiscal year and discuss its main characteristics.
6. Describe the effects of deflation, inflation and devaluation on our economy and life.

## **C. Status of Women**

1. Know the rights of women according to:
  - Rights of women in Islam.
  - Rights of Women according to the Constitution of Pakistan.
2. Be able to appreciate the importance of the role of women in society & their contribution to the wellbeing of the society.
3. Study the life of at least three women who played an important role in society.
4. Identify areas in the Pakistani society where women need to be given attention. Suggest ways to improve the situation.



#### **D. Entrepreneurship of women**

1. Learn how to survey the market and determine the market ability of a product.
2. Make an initial business plan and learn the various stages of planning.
3. Learn how to determine financial feasibility of a project, budgeting, cost/price proportion.
4. Keeping accounts.
5. How to open a company.
6. Packing and packaging of the product.
7. Procedure of opening a company.
8. Getting to know the necessary financial institutions.
9. Getting to know NGOs working for the economic empowerment of women.

#### **Senior Guide Challenge: Character Development**

##### **Activity**

- Organize a panel discussion on the effects of the electronic media on youth, especially girls, within your college.

OR

- Carry out a media campaign on the necessity of positive projection of women in the media.



*Section III*

*The Mashal Badge*

***Section IV***  
***The Mashal Badge***



## **Section-IV**

# **THE MASHAL BADGE PROGRAMME**

The Mashal Badge seeks to highlight certain areas of the Senior guides overall programme in order to enhance a Senior guide's positive role in her immediate group.

It seeks to strengthen the senior guides' leadership abilities and to enhance her positive role in her immediate groups: her family, her educational institution and her community.

The specific objectives are as follows:

1. To raise awareness amongst senior guides on key issues of social development with a special focus on child rights and girl child issues.
2. To promote better understanding of the role that they can play in improving the situation of their communities with a focus on children, girls and women.
3. To help develop their potential for leadership in their peer group, family and society and empowering them through enhanced self-esteem and improved communication skills.
4. To encourage senior guides to act as role models and agents of change in their communities for social development issues, with a focus on health.

### **Conditions for Eligibility**

- A senior guide must be enrolled and already working on her bars and challenges programme.
- Preferably 18 years and above to ensure maturity.
- The leader must inform the district/provincial/national headquarters before beginning the Mashal Badge.

The senior guides will be awarded a "Certificate" upon completion of each component of the Mashal Badge. When all the work has been completed, the senior guide will be awarded the "Mashal Badge". The leadership skills workshop should be



done in the very beginning. It is compulsory. The other components can be attempted in any order; however the human rights service campaign is compulsory. Senior guides can work on any **one** of the rest.

## **Components of the Mashal Badge**

### **1. Leadership Skills Workshop (Compulsory)**

The aim of this workshop is to help senior guides enhance their self-esteem through appreciation of their own strengths and develop the ability to play an important leadership role in society. The workshop moreover helps them understand that each individual can make a positive contribution for the betterment of their society. The senior guides can become agents of change, however small it may be. They are encouraged to develop leadership skills, a serene personality and the ability to identify problems at hand and to take an action towards alleviating them.

The workshop has to be conducted on the following lines:

Session I: Understanding the importance of the Girl Guides Promise and Law.

Session II: Understanding the pivotal role of women and the role of the senior guides as leaders and backbones of their community.

Session III: Building positive attitudes.

- a. Positive Thinking
- b. Positive Language

Session IV: Decision-Making

Session V: Interpersonal Communication

**Session I: Understanding the Importance of the Girl Guide Promise and Law**

To make the promise is to acknowledge the fundamental principle of guiding and in



so doing to become a committed member of the worldwide movement.

The membership of WAGGGS represents the whole spectrum of languages, cultures, traditions, faiths and lifestyles. While the wording may vary, the essence of the promise is the same for all. When we make a promise we undertake to do, or not to do, a particular thing. Our promise is more than just a few words; it is something, which requires us put ourselves into what we say. It is important to have an understanding of its meaning and relevance in today's world. It is vital to be aware of its interpretation and how the promise works in practice.

### **Learning Experience:**

**Material:** Make strips writing each value in bold letters. (As many sets as number of groups, each group should be composed of 4—8 senior guides).

- 12 value strips for each patrol.

The value strips will be:

1. Trust
2. Loyalty
3. Friendliness/ *Politeness*
4. Consideration for others/ *kindness to others*
5. Obedience
6. Self-discipline
7. Helpfulness
8. Courage
9. Cheerfulness
10. Thrift
11. Taking care of others' possessions
12. Spirituality; purity in thoughts

### **Procedure**

1. Give a set of value strips to each group.
2. Ask them to imagine that they are members of a committee that has to select 10 values they consider most important in order of priority for every youth in the world. They should give reasons for their selection.
3. Each group shares the values they have chosen their reasons for selection with the company.



4. The leaders and the senior guides discuss how they can contribute to the remaining key values and encourage them amongst the youth of their community.

**Session II: Understanding: the pivotal role of women and the role of the senior guide as leaders and backbones of their community:**

When there is a big job to be done, there can be people who want everybody else to do the work or people who talk a lot but do very little. Some people knock everything others try to do but there are people who roll up their sleeves and get on with the work. There is a difference in helping and leading. Lots of people are quite willing to help, but not so happy to lead, they are frightened or they do not want to let anyone see them making a stand, or they just do not know how to lead.

**Learning Experience: Learning to become a backbone:**

Steps for conducting the activity:

1. Give an example of a situation where a sudden problem has come up that needs to be resolved urgently.
2. Ask 4 senior guides/leaders to prepare a skit showing the planning and preparations to resolve this problem. They should depict the following types of people, showing clearly the difference in the attitudes.
  - The wishbones: people who do not do anything but keep wanting others to do the work.
  - The jawbones: people who talk a lot and claim that they know everything but do not want to do any work.
  - Knucklebones: people who criticize others continuously and find faults with all the plans of action but do not make any contribution themselves.
  - Backbones: people, who believe in taking part in decision-making, make useful practical suggestions and participate in finding solutions, and take action.

Leaders or senior guides can prepare the skit.

After the skit has been presented to the company a discussion should take place on the following lines.



- Identification of the various kinds of people.
- What is the role of senior guides as backbones in solving problems related to development of their communities?

### **Learning experience 2: Problem solving**

**Material:** Write each step on a different piece of paper. Divide the senior guides into small groups. Make as many sets of these strips as the number of groups.

**Procedure:** Give one set to each group and ask them to find the order of the problem solving process and paste the strips on a chart paper or a board.

What are the key steps for leading a process for problem solving?

- Take initiative in finding out all the information about the problem.
- Get information from different sources to ensure that all aspects of the problem are understood thoroughly.
- Try to find out why the problem is happening (determine the causes).
- Identify all possible solutions in consultation with the group which represents different groups.
- Consider positive and negative aspects of each solution.
- Select the most suitable set of solutions and agree on key actions to be taken.
- Discuss and reach consensus on the priority areas for action.
- Develop a plan in which all actions for problem solving are listing along with roles and responsibilities as well as timeframe by which actions have to be completed.
- Initiate actions and monitor progress with others periodically.
- Review final results.
- If the problem persists, either try another option or go back to the first step of getting more information and follow the process again until a solution is found.

Second phase:

Divide guides in 2-3 groups of 6-8 guides.

Give an example of a problem in a community such as people throwing garbage in the streets. And ask each group of guides to select a similar problem in their community through discussion.



Ask groups to use the steps of problem solving to come up with possible solutions and develop a plan in which actions to be taken, roles and responsibilities and time frame should be documented. The plan should be written out on large sheets of paper and displayed on walls.

Once the plans are ready each group should present and other groups should offer suggestions for improvements.

### **Session III. Building Positive Attitudes:**

Who am I?

Where do I belong?

What do I like about myself?

These are the questions that we all ask. Some people never find the answers or remain dissatisfied with them, their lives are filled with discontent and unhappiness.

It is very important to accept oneself.

“This is what I am like”.

“These are my talents”.

To accept oneself is not to say that there is no room for improvement, that we are perfect. It means that when we look at ourselves, we like what we see. Accepting ourselves as persons of worth is a result of positive thinking.

**Positive Thinking: Here are some examples of the thinking process:**

#### **Negative thinking**

I can't

It's a problem

It's terrible

I can never win

I am a failure

#### **Positive thinking**

I will try

It's an opportunity

It's learning experience

I can win if I work harder

I will do better next time

### **Learning Experience I.**

Senior guides will look for other such examples of positive and thinking and make a



list of better expressions to replace the negative ones used in our day to day lives.

### **Learning Experience 2**

Think of five negative things about yourself and balance them off with five positive things such as:

1. I feel shy of new people — but once we have met, I like making new friends.
2. I cannot cook well — but I love to sew clothes for myself and for my family.
3. I have a *big face*/ dark complexion — but my hair is long and thick.

Make a poster in your group based on above assignment.

**Learning experience 3:** Come up with five negative aspects of the area in which you live and balance them off with five positive aspects such as.

1. This area is so far from the city — but it is very peaceful and beautiful.
2. Life is very difficult in this area because of poverty — but everyone cares for each other and we help each other.
3. This area is very dirty and crowded — but it is very near my school/college.

**Learning experience 4:** Think of any unpleasant experience in your life and try to think of a positive aspect to it e.g. you did poorly in a test, it was humiliating but you started working hard. Write down these experiences on a piece of paper, put these in a basket, the leader will pick up a few at random and read them out to the company.

### **Positive Language:**

The way words are used has a tremendous impact on the quality of our lives and those around us. Certain words are destructive and can cause pain, whilst others are empowering.

Negative language destroys people's self-esteem. We can find words and phrases that lead to peaceful solutions. By finding positive ways to express ourselves we can begin to affect the way others treat us.

The way words are used has a tremendous impact on the quality of our lives and those around us. The purpose of this exercise is to help senior guides develop a



more positive manner of speech.

### **Learning Experience I**

#### **Negative language examples**

Your information is wrong.

I don't want to talk to you now.

You never listen to me.

You are wrong.

#### **Positive language examples**

Please check this information again.

Can we discuss this at another time?

I would like you to hear my point of view.

I have a different point of view.

Senior guides will add more phrases of their own that apply particularly to them. Each patrol will prepare and act out a skit to illustrate how using positive language can help us in improving our interpersonal relations, avoiding conflicts and finding solutions to difficult situations.

### **Learning experience 2: Learning Positive Language**

Each group will be given one of the situations listed below:

1. Class room situation
2. Friends
3. Parents/Children
4. Employer/Employee

Senior guides in their patrols will make a list of statements expressing negative criticism. Make another list showing how the same criticism could be expressed in a more positive manner.

Each patrol will make a poster on one topic listed above. Senior guide leader will sum up the activity by emphasizing the importance of positive language and how by finding positive ways to express ourselves we can begin to change the way we respond to others.

A change in ourselves can begin to affect the way others treat us.

**Learning experience 3:** Together we can help each other to grow when positive statements are made about a person, their self-esteem can improve dramatically.



Try this activity in your company and discover how good you feel.

Pin a piece of paper on the back of each person, including yourself. Make sure each person has a pen or pencil. Set a time in which everyone attempts to write a positive statement about each person on her sheet of paper. The comments should be anonymous and must be positive and complimentary.

e.g. Thank you for being such a kind and thoughtful friend.

I like the way you laugh and make a joke of things.

You are good at helping others.

I like to talk with you.

Read the nice remarks again when you are by yourself.

#### **Session-IV Decision Making**

The group of senior guides and leader discuss the importance of decision-making.

Responsible decision-making involves:

1. Taking other people's views.
2. Finding more information.
3. Changing or modifying views if needed.
4. Weighing up the likely effects of each alternative.
5. Assessing each alternative in terms of how easy is it to do, how much time will it take, how much money or resources will it take, how will it affect others, does it provide long term or short term benefits, does it have short term or long term negative effects.
6. Making your decision and accepting responsibility for it.
7. If at any stage — it is clear that a wrong decision has been taken, there should be no problem in acknowledging the error and starting again in reaching the right decisions.

The leader should help senior guides find these steps through a guided discussion. Then senior guides bring forward some important decisions they took in life and how they went about it or some important decisions they will be required to take in life and how they will go about it.



## **Section-V: Inter Personal Communication Relationship**

We are all part of a community and depend on each other for support, encouragement and advice. In order to succeed in getting support from others and to be able to help them in bringing about a positive change in society it is essential that we are able to communicate with others in an effective and positive manner. In addition to the use of positive language, it is important that we observe some basic principles of effective communication in all our interactions — whether at home, in school or college or with friends:

### **Key principles of effective communication:**

1. Use of appropriate language (best understood by others).
2. Speaking clearly to be heard correctly.
3. Looking at those with whom we are speaking.
4. Sharing one idea at a time.
5. Allowing others time to express their views.
6. Showing interest in the views of others by listening carefully.
7. Encourage others to express themselves by listening actively through:
  - looking at them.
  - nodding your head
  - saying words like ‘okay’, ‘then what happened’ but why etc.
  - You mean that . . .
8. If several ideas have been discussed, at the end of the conversation, repeat key points discussed.
9. If some action has to be taken by others — ask them to state what they have to do (this will help you in making sure that they understand what is expected of them).
10. If there is any misunderstanding in their understanding, explain once again and ask them to state once again to check for their understanding.
11. Thank people for their time and understanding.

### **Some examples of inappropriate behaviour during communication:**

- a. Use of language not understood by people (for example English with



- villagers).
- b. Looking away from those with whom we are speaking.
  - c. Speaking too fast and sharing too many ideas at one time.
  - d. Not letting others speak.
  - e. Interrupting others when they are speaking.
  - f. Showing no interest in the views of others by starting to talk to some one else or about another subject.
  - g. Showing superiority or acting with arrogance.
  - h. Talking to people as if they are stupid and they don't know anything.
  - i. Rejecting their ideas — without even listening to them.
  - j. Telling them that whatever they have been doing in the past is all wrong.
  - k. Not checking for understanding of key messages and not correcting misconceptions.
  - l. Not thanking people for their time.

### **Learning Experience 1:**

Make small groups of 6—8 girls and ask them to discuss what according to them are the key principles of effective communication and prepare a chart or write them on a board. The leader helps the entire group reach a synthesis by consulting the lists of all the groups and supplementing them with the points given above.

**Learning Experience 2:** Ask the groups of 6—8 girls to develop skits to demonstrate negative or positive interpersonal communication skills in a situation, for example a group of senior guides is trying to convince mothers to wash their hands before feeding young children.

After each performance ask other groups to comments on how the communication could have been improved further.



## 2. Service Campaigns:

### I. Human Rights (Compulsory)

### II. A Healthier Society OR

### III. Education and Awareness

#### 1. Human Rights

**Aim:** To explore rights issues in terms of our understanding of what these rights are and to connect rights with responsibilities. This connection is important because through it we can improve our abilities and respond to our sense of duty in safeguarding and securing rights for others and us. Senior guides should understand the rights of women and children according to:

- a. Islam
- b. The UN Convention on human rights — CRC/CEDAW
- c. The Constitution of Pakistan

These rights should be shared with the senior guides in an interesting manner such as:

- A panel discussion could be held in the college. The discussion should cover the areas mentioned in the instructions given underneath.
- A speaker could be invited to talk about these issues.
- These should be followed by an activity that demonstrates that senior guides have understood the issues. This could be a quiz, an awareness campaign carried out by the senior guides etc.
- The leader/council members will prepare a report of the event.

In case the leader decides to conduct the rights awareness activity herself here are some suggestions:

- Give a text with Declaration of Human Rights, basic human rights or discuss various rights in general and ask senior guides to give examples of rights common to all human beings (right to life, right to protection from violence).
- Explain that human rights stated in the Universal Declaration of Human Rights are applied to all human beings by virtue of being human beings (UNDHR was announced on the 10th Dec. 1948 by UN).



- Ask about the rights under the Constitution of Pakistan.
- Talk about the special needs of children conceived under CRC.
- Discuss types of discriminations against girls and women addressed in CEDAW.
- Explain that the Govt. of Pakistan has signed the Convention is thus committed to both CRC & CEDAW.
- The government has primary responsibility making sure that people's rights are fulfilled but community, families and individuals also have responsibilities to protect their own rights as well as others.

### **Learning Experience 1: CRC Poster Assembling**

This activity will be conducted in groups.

The Convention on the Rights of the Child was unanimously adopted by the forty-fourth United Nations General Assembly on 20th November 1989. The International Community took a major step towards recognizing and ensuring the basic dignity and rights of children in all parts of the world, including their rights to:

1. Survival
2. Development
3. Protection
4. Participation

#### **1. Survival:**

Under the Convention, Survival Rights include such things as adequate living standard and access to medical services.

#### **2. Development:**

Development rights include education, access to information, play and leisure, cultural activities and the right to freedom of thought, conscience and religion.

#### **3. Protection:**

It refers to both the protection of other rights as well as special protection measures for protection of children from all forms of *neglect, discrimination, violence, abuse and exploitation*.

#### **4. Participation:**

This area refers to the need for respecting children's views in all matters, which affect their lives. It also encourages promotion of participation of



children in the social development process in their own communities.

There are 53 articles of the CRC. 41 deal with the rights of the children. Some of these belong to one of the four categories while others are cross cutting — such as definition of the child, birth registration, non-discrimination etc. The rest of the articles deal with implementation policies.

Separate 41 strips of CRC articles according to four above mentioned groups of rights and cross cutting areas. Groups should be encouraged to come up with a list of corresponding responsibilities of young people for each group of rights.

Each group will make a poster on one of the five areas mentioned above - showing both the right and the responsibility of young people. The senior guides will display these posters in the college for creating awareness on rights of children and their responsibilities amongst other students.

### **Learning Experience 2: CEDAW**

On 18th December 1979, the Convention on the Elimination of all forms of Discrimination against Women was adopted by the United Nations General Assembly. It entered into force as an international treaty on 3rd September 1981 after 20 countries had ratified it. By the 10th anniversary of the Convention in 1989, almost one hundred nations had agreed to be bound by its provisions.

The Convention was the culmination of more than thirty years of work by the United Nations Commission on the Status of Women, a body established in 1946 to monitor the situation of women and to promote women's rights. The Commission's work has been instrumental in bringing to light all the areas in which women are denied equality with men. These efforts for the advancement of women have resulted in several declarations and conventions, of which the Convention on the Elimination of all forms of Discrimination against Women is the central and most comprehensive document.

CEDAW contains 30 articles of which the first 16 articles identify the commitments,



which the State Parties make when they ratify the Convention. The remaining 14 articles set out the procedures for establishing a Committee to consider the progress made in the implementation of the Convention. The Committee on the Elimination of Discrimination against Women (CEDAW) monitors the implementation of the Convention.

Senior guides are to choose and read one article of CEDAW, discuss in their group if this type of discrimination exists in their community and suggest actions for the improvement of condition of girls and women in their community.

### **A Healthier Society:**

1. Senior guides should read the books “Facts for Life”. This should be followed by senior guides undertaking some kind of activity in the presence of their leader to prove their understanding of the contents of the book such as:
  - A quiz by the leader.
  - Senior guides prepare a quiz in a group for the other members of their company.
  - Posters, talks, advocacy of these issues in a larger group or the community.

### **2. HIV/AIDS**

Read and understand the following aspects of this problem:

- The Islamic concept of family.
- How HIV can be transmitted and how to prevent it.
- Prepare a personal flip chart or book highlighting all the salient aspects of this problem. The senior guide can then use this book for explaining the nature of HIV/AIDS to any other person.

### **Putting it into Practice:**

After having completed the above-mentioned sections, the senior guide must organize a health awareness campaign in a school or community group on any **one** of the following topics according the needs of that community:

- Importance of using proper toilets.
- Personal and food hygiene.



- Importance of childcare (immunization, diarrhea, use of iodized salt, breast-feeding).
- Raising public awareness about drug abuse, prevention of used syringes, blood transfusion, HIV/AIDS.

### **Education and Awareness:**

1. The senior guide will participate in activities within her company highlighting the problems that arise due to illiteracy.
2. Understanding the importance of early childhood development. The senior guides should read the books "Children's Development in the first five years of life: a guidebook for families". The senior guide should prove their understanding of the contents of these books by undertaking a meaningful activity in the presence of their leader for ideas. For the activity please refer to the Learning Experience given for "Facts for Life".

OR

Study the reasons for drop out rate of girls from primary schools. Senior guides should visit a school where drop out rate of girls is high and talk to the teachers, principal and prepare a report based on their findings.

### **Putting it into Practice (Any one of the following)**

The senior guide can

- make a person literate through the "Each one Teach one" programme of PGGA.
- carry out a campaign in an underprivileged community about the importance of educating their children, especially girls.
- prepare an advocacy campaign on the importance of parental role in the children's development (based on any of the 3 areas highlighted in the book "Children's Development in the first 5 years of life" for mothers and girls in her college/educational institution.
- prepare an activity plan for the staff of the school the senior guide visited to make school attractive for children.
- help in making the school attractive for children by decorating classrooms and planning and conducting fun oriented activities with any class.



### **How to carry out the practical work**

The senior guides can carry out the service activities of the service campaigns ("Putting it into Practice") by undertaking them in small groups all along the year.

OR

They can participate in a service camp organized by the National/Provincial Headquarters (Minimum 10 days duration).

OR

The company can organize a community service project for a special group/community with multiple objectives. The work should last 8 working days. District/Provincial/National Headquarters must be informed submitting a detailed plan of work to be undertaken before commencement of the project and approval must be obtained.

OR

Participate in national emergency work under the aegis of the relevant headquarters.

## **2. How to Assess the Components of the Masha! Badge**

(A guide for the assessment committee)

The assessment committee should comprise 2 experts or warranted members of the Association. The assessment should be made on the basis of:

- a. Leader's report and interview
- b. Participants report and interview
- c. Observation of activity/display

Areas the Assessment Committee should observe:

1. Were the objectives of the programme clear to the participants?  
Excellent, good, satisfactory, unsatisfactory
2. Was the presentation well organised?
3. Did the presentation/activity cover the objectives defined in the programme?  
What was the quality of the visual aids and other material?
4. Was the quantity of material sufficient?
5. What was the quality of the participants' interest?
6. Did the participants show?

Initiative

Yes/No



Leadership                      Yes/No

Team Spirit                    Yes/No

7            Did the participants understand the group they were working with?

The Assessment Committee should include their own comments about the entire programme, the leaders' role and the attitudinal changes in the Senior Guides.



## **WARRANT PAPER FOR SENIOR GUIDE LEADERS**

**Question-1:** Prepare an interesting display of pictures and posters depicting the history of Guiding in Pakistan.

**Question-2:** Prepare a new activity for senior guides which will help them understand the senior guide promise.

**Question-3:** Write a note on how you would use the senior guide council system for the effective management of your company.

**Question-4:** Prepare a senior guide project for any section of the Mashal Badge keeping in view the system of work of the Mashal Badge.

**Question-5:** How will you introduce WAGGGS to senior guides using modern means of training?

### **Practical Work**

**Activity-1:** Conduct the enrolment ceremony of your company.

**Activity-2:** Choose a practical campaign of commercial badge, prepare a one day activity with the senior guides on this topic and implement it.